

HISTORY
OF THE UNIVERSITY
OF NEVADA



1874

1924

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AN ILLUSTRATED HISTORY
OF THE
UNIVERSITY OF NEVADA

By
SAMUEL BRADFORD DOTEN
Of the Class of 1898

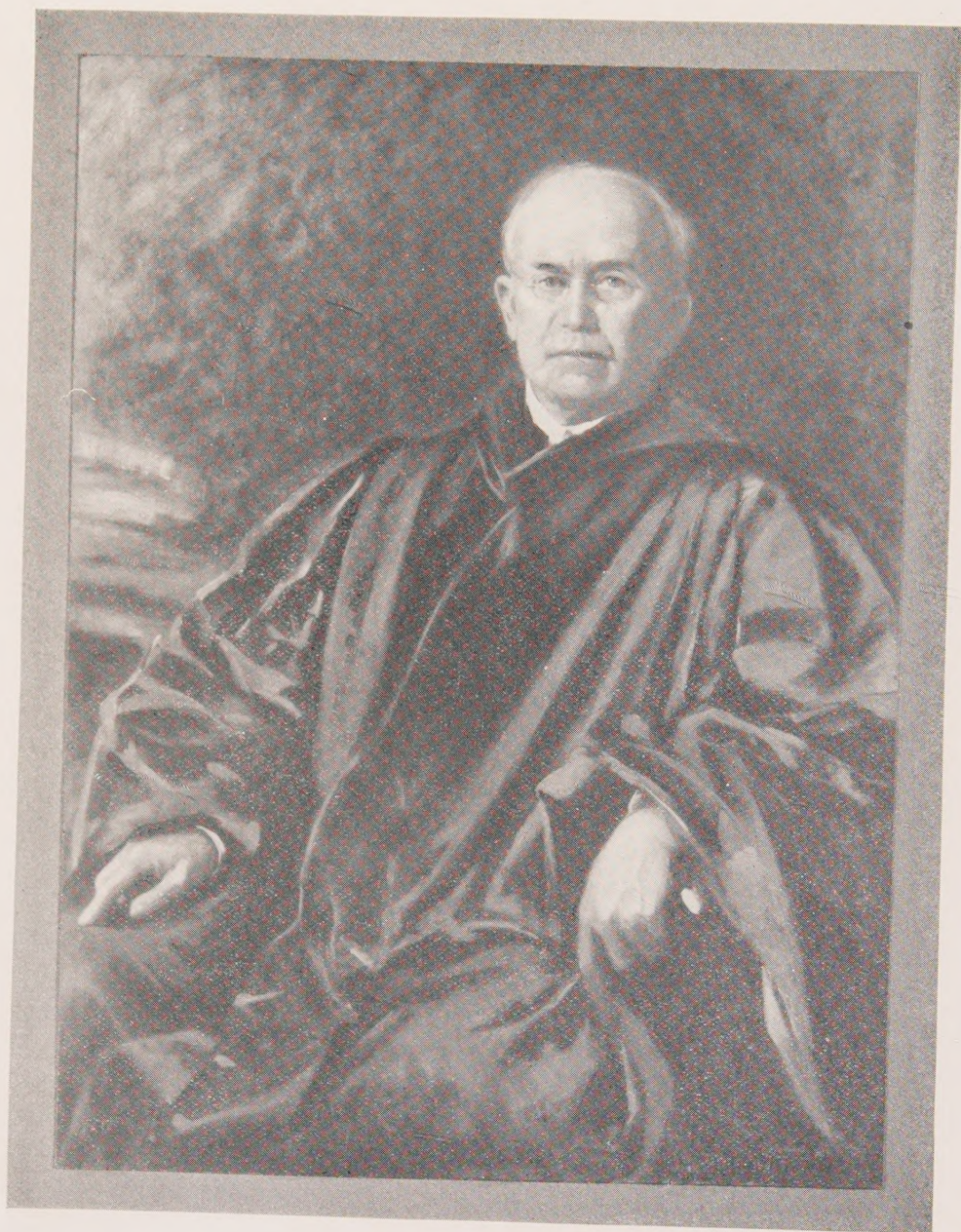


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DEDICATION

To

Doctor Joseph Edward Stubbs,

President of the University of Nevada from 1894 to 1914,
in loving memory, this volume is dedicated.

ACKNOWLEDGMENTS

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CHAPTER I

The University of Nevada and the Constitution of the State—1864 – 1874

IN ORDER to understand the history of any American college or university, it is necessary first to know something of the geography and the history of the State in which it was founded. Inevitably to a considerable extent the characteristics of the people of each State show themselves in the state university; and just as inevitably the character of the country itself and the nature of its industries are reflected in the entire school system.

On the other hand, there is of course a most desirable tendency to follow precedent and convention in the formation of each new college and to build along lines which have proven acceptable and useful in older communities. Each new state university is in fact an immediate descendant of the illustrious American colleges which were founded before the Revolution; and these in turn trace their ancestry back through the great schools of England, to join hands ultimately with the classic universities of Greece. The conservative tendency, following tradition and shaping the new colleges along established lines, must come into early conflict with forces originating within the State itself; and, in its earlier years at least, the local university may be something of a compromise between the traditional type and a newer and more elastic form which would better serve the people and the times.

Throughout the history of the University of Nevada these two shaping forces have been at work. The best of the old traditions have been faithfully observed; but to an increasing extent the institution has seized and used the opportunity for local service, thus without eccentricity gaining its own individuality and distinction.

Nevada is a land of mountain and desert, of great treeless, sunlit valleys stretching away to long ridges of blue mountains, waterless valleys where the ground is covered with the gray-green of the sagebrush; mountains which begin as uplifted stretches of the desert, but, catching the rain and snow on their higher flanks and summits, turn green in season with grass and flowers, aspen trees, and pines.

There is scarcely a more interesting story in American history than that of the use which the people have made of this mountain-and-desert country in Nevada, of the great mines of silver, copper, and gold which they found in the heart of the mountains, of the cities they built and abandoned, of the transformation of great stretches of the desert into productive farms and homes and permanent communities, and of the use of the vast mountain-and-desert country, as grazing ground, "range land" for millions of sheep and cattle.

It is in part a story of wild excitement and adventure in the search for gold, of men turned rich overnight beyond the wildest fancy, of fierce and crafty struggles for power, of colossal gambling and speculation, of unbelievable happiness and hope and excitement; a story of drunkenness and license and prayer, of poverty and greed and spendthrift generosity, of devouring selfishness and cunning, and of utterly unselfish devotion. It is a story, too, of patience and endurance in the round-up and the long drive, of starlit nights with the sheep in the summer hills and of grim winter nights down on the desert; of the clearing away of brush and stones, and of long years of hard daily work fruiting at last in homes and fields.

Within our Nevada state-lines there is a vast extent of country. All New England could be placed in Nevada with room enough to spare for nearly all of Old England. It is part of a great plateau, most of which is from 4,000 to 5,000 feet above the sea. From south to north the State extends for more than 500 miles, from the latitude of southern Tennessee to that of the center of Connecticut. Still, after sixty-three years of history as Territory and State, there are now (1924) under cultivation less than a million acres of land out of a total area of nearly 71,000,000 acres. In the entire State there are fewer than 80,000 inhabitants; and of these more than one-third live in five western counties within a radius of fifty miles of the Capitol at Carson City.¹

It would be very interesting to tell again in detail the story of the early days of Nevada, the difficulties attending the first attempts at settlement; and, in contrast with the story of vast distances and meager population, to tell of the beauty and fertility of regions reclaimed from the desert. Still, for the time, we will be content with this bare outline of land and people and pass on to the story of the University.

In the beginning Nevada was a part of Utah. It was known as Western Utah from 1850 to 1861, the year when the Territory was organized. The territorial period ended in the days of the Civil War, in 1864, when, under President Lincoln, Nevada was admitted to the Union. Still, the idea that Nevada would ultimately have a university as the head of its future system of schools was prevalent even in the territorial days.

In fact, the Constitutional Convention of 1863 adopted sections providing for the establishment of a "State University, or Agricultural College, with a Mining Department"; and made provision for a Board of Regents who were directed to establish the Mining Department from the interest of the first funds coming under their control. The constitution of 1863 was rejected by popular vote; but its educational provisions formed the basis of those finally adopted by the people at the general territorial election of September 7, 1864. The constitution of 1864 made detailed provision for a State University, providing in fact for departments in agriculture, mechanic arts and mining as well as for the establishment of a state normal school. The truth of the matter is that the members of the Constitutional Convention, in framing the Constitution of the new State of Nevada, made better provision for education than could at that time be found in the constitution of any other State, with the possible exception of Michigan.

It has sometimes been stated that the Constitution of the State of Nevada was founded on that of California; and the inference has been drawn that Nevada's Constitution was not much more than a copy from the organic law of the sister State. Any examination of the two documents, however, will show that this is by no means the case. Of course, it would not have been at all extraordinary if the delegates to Nevada's Constitutional Convention had, in a perfunctory way and without any great amount of consideration, merely adopted the major portion of the California Constitution just as it stood—a basis for action strongly urged in the first days of the convention. This was natural enough, for of the forty-two delegates who attended the convention, all but four had come to Nevada from California. Twelve of the delegates were lawyers thoroughly familiar with the California Constitution. The extraordinary thing, in fact, is that the members of the Nevada convention in the twenty-one days of the session appear to have given most detailed and careful consideration to practically every provision of the proposed constitution. Speaking in reference to the rejected constitution of 1863, which formed the basis of action by the convention of 1864, Mr. Nourse of Washoe County said:

¹U. S. Census of 1920.

"This Constitution has been prepared by our best talent, and with a full consideration of all the other state constitutions, including that of California."²

The resulting document is in many respects extraordinary. In the character of the state institutions created, in general form, and in many of the specific provisions adopted, it shows its California origin; but in the reworking and rewording of the sections, in the improved arrangement of the principal divisions and in the great bulk of added material, an increase by fully one-half, the Nevada Constitution shows that whatever its origin may have been it was definitely the work of the convention.

Perhaps this was to be expected. It was the work of a new period. The sun was sinking on the golden day of placer mining in California, but the mountain ranges of western Nevada glowed with the sunlight of a new day, and every heart beat high with the excitement of the most marvelous development of silver mining which the world has ever known. The Civil War had helped to make all things new in the minds of men. A new era in a new world, a region of vast hopes and possibilities, would necessarily stimulate to great activity the minds of men who met to frame the constitution of a new State. It should be said, moreover, that there were in the convention a group of brilliant men of trained minds and keen intelligence.

It is very evident that they made a whole-hearted endeavor to frame an excellent document, the lawyers among them taking professional pride in the legal excellence of the provisions which were made, and even giving the closest attention to the accuracy of the wording and to the grammatical and rhetorical excellence of the phraseology. Is it any wonder, then, that the article on education stands out in advance of the constitutional provisions found at that time in the constitutions of other States?

This is a matter of sufficient interest in its bearing upon the State University to deserve careful consideration. On the thirteenth day of the convention, July 18, 1864, the Committee on Education was appointed by the President. The committee consisted of the following members: Col. John A. Collins, chairman, and Messrs. Albert T. Hawley, Israel Crawford, J. S. Crosman, J. G. McClinton, and Gilman N. Folsom. Of the committee, Collins and Crosman were mine-owners, Crawford and McClinton were editors, Hawley a lawyer, and Folsom a lumberman. On July 21 the committee submitted a report which was adopted almost in its entirety on July 23. The prompt adoption of the report, however, should not be taken to indicate any lack of discussion or consideration on the part of the convention.

As a matter of fact each section was taken up and discussed with exemplary thoroughness. The debate on some of the provisions reached a stage where motions to amend had been succeeded by other motions and by discussion to a point where the parliamentary situation was confused. Yet the same earnest purpose prevailed—the desire to make the best possible provision for education in the new State.

It was evident that members of the convention had an outlook on educational questions extending far beyond the narrow limits of California and the West. When the question of compulsory education by the State was under consideration, members spoke of the working of such systems in Scotland and in Prussia, partly in praise, partly in condemnation of an invasion of the principles of democracy. When the School of Mines in the University was considered, the School of Mines at Freiberg in Saxony was spoken of as an institution whose graduates could be found in the principal mining regions of the world; and it was urged that a similar service to the mining industry could be given by a

²Nevada Constitutional Debates and Proceedings, p. 18.

School of Mines in Nevada, to be established as a division of the proposed State University. The constitutional provisions finally adopted were as follows:

ARTICLE XI

EDUCATION

SECTION 1. The Legislature shall encourage, by all suitable means, the promotion of intellectual, literary, scientific, mining, mechanical, agricultural, and moral improvements; and also provide for the election, by the people, at the general election, of a Superintendent of Public Instruction, whose term of office shall be two years from the first Monday of January, A. D. eighteen hundred and sixty-five, and until the election and the qualification of his successor, and whose duties shall be prescribed by law.

SEC. 2. The Legislature shall provide for a uniform system of common schools, by which a school shall be established and maintained in each school district at least six months in every year, and any school district neglecting to establish and maintain such a school, or which shall allow instruction of a sectarian character therein, may be deprived of its proportion of the interest of the public school fund during such neglect or infraction, and the Legislature may pass such laws as will tend to secure a general attendance of the children in each school district upon said public schools.

SEC. 3. All lands, including the sixteenth and thirty-sixth sections in every township, donated for the benefit of the public schools in the Act of the Thirty-Eighth Congress, to enable the people of Nevada Territory to form a State Government, the thirty thousand acres of public lands granted by an Act of Congress, approved July second, A. D. eighteen hundred and sixty-two, for each Senator and Representative in Congress, and all proceeds of lands that have been, or may hereafter be, granted or appropriated by the United States to this State, and also the five hundred thousand acres of land granted to the new States, under the Act of Congress distributing the proceeds of the public lands among the several States of the Union, approved A. D. eighteen hundred and forty-one; *provided*, that Congress make provision for, or authorize such diversion to be made for the purpose herein contained, all estates that may escheat to the State, all of such per centum as may be granted by Congress on the sale of land, all fines collected under the penal laws of the State, all property given or bequeathed to the State for educational purposes, and all proceeds derived from any or all of said sources, shall be and the same are hereby solemnly pledged for educational purposes, and shall not be transferred to any other fund for other uses; and the interest thereon shall, from time to time, be apportioned among the several counties in proportion to the ascertained numbers of the persons between the ages of six and eighteen years in the different counties, and the Legislature shall provide for the sale of floating land warrants to cover the aforesaid lands, and for the investment of all proceeds derived from any of the above-mentioned sources, in United States bonds, or the bonds of this State; *provided*, that the interest only of the aforesaid proceeds shall be used for educational purposes, and any surplus interest shall be added to the principal sum; *and, provided further*, that such portions of said interest as may be necessary may be appropriated for the support of the State University.

SEC. 4. The Legislature shall provide for the establishment of a State University, which shall embrace departments for agriculture, mechanic arts, and mining, to be controlled by a Board of Regents, whose duties shall be prescribed by law.

SEC. 5. The Legislature shall have power to establish normal schools, and such different grades of schools, from the primary department to the university,

as in their discretion they may deem necessary, and all professors in said university, or teachers in said schools, of whatever grade, shall be required to take and subscribe to the oath as prescribed in article fifteenth of this Constitution. No professor or teacher who fails to comply with the provisions of this section, shall be entitled to receive any portion of the public moneys set apart for school purposes.

SEC. 6. The Legislature shall provide a special tax of one-half of one mill on the dollar of all taxable property in the State, in addition to the other means provided for the support and maintenance of said university and common schools; *provided*, that at the end of ten years they may reduce said tax to one-quarter of one mill on each dollar of taxable property.

SEC. 7. The Governor, Secretary of State, and Superintendent of Public Instruction shall, for the first four years, and until their successors are elected and qualified, constitute a Board of Regents, to control and manage the affairs of the university, and the funds of the same, under such regulations as may be provided by law. But the Legislature shall, at its regular session next preceding the expiration of the term of office of said Board of Regents, provide for the election of a new Board of Regents, and define their duties.

SEC. 8. The Board of Regents shall, from the interest accruing from the first funds which come under their control, immediately organize and maintain the said mining department in such manner as to make it most effective and useful; *provided*, that all the proceeds of the public lands donated by Act of Congress, approved July second, A. D. eighteen hundred and sixty-two, for a college for the benefit of agriculture, the mechanic arts, and including military tactics, shall be invested by the said Board of Regents in a separate fund, to be appropriated exclusively for the benefit of the first named departments to the university, as set forth in section four above, and the Legislature shall provide that if, through neglect or any other contingency, any portion of the fund so set apart shall be lost or misappropriated, the State of Nevada shall replace said amount so lost or misappropriated in said fund, so that the principal of said fund shall remain forever undiminished.

SEC. 9. No sectarian instruction shall be imparted or tolerated in any school or university that may be established under this Constitution.

The orderly completeness of these provisions stands out in sharp contrast to those found in the state constitutions of other States at that time. California in 1849 had merely provided for the perpetuity of the funds of the state university, for the inviolable appropriation of the interest from such funds, and in a general way for a state university, "with such branches as the public convenience may demand for the promotion of literature, the arts and sciences." Indiana, two years later, had made no provision whatever for a state university except perhaps in the broad statement: "It shall be the duty of the General Assembly to encourage, by all suitable means, moral, intellectual, and agricultural improvement." Maryland in 1864 had adopted a constitution making excellent provision for the organization of a public-school system, but with no reference to a state university. Michigan in 1850 had made provision far in advance of the times for the founding of a state university and for its control by an elective board of regents. In the Nevada Constitution, however, the plan proposed is in some respects more detailed and more adequate than that of Michigan and is far in advance of the constitutional provisions of California.

In the Nevada convention the debate on sections affecting the University seems to have centered around provisions for a school of mines. The difficulties of founding and supporting a state university were not minimized. Mr. Hawley³ stated: ". . . To create a state university, to build up its various departments,

³Nevada Constitutional Debates and Proceedings, p. 579.

and fill it with professors, is a work of time." The same speaker urged most earnestly the necessity of laying a foundation in the common schools and "of preparing the new State for a university before they build it—of placing both parents and children in such a position in the first place that they may be competent to avail themselves of the advantages of a university." Even the question of free admission to the University received careful consideration. In the course of the debate the chairman asked: "Is it contemplated that the institution shall be made free to all pupils, although their parents may not be residents of the State?"⁴ A succeeding speaker said: "There may be individuals from other States who would like to avail themselves of the advantages of such a school, and who would be able and willing to pay liberally for their tuition, and that would be a source of revenue to the institution." It was appropriately decided, however, to leave this matter to the good judgment of Regents and Legislature.

The consideration given to the Mining Department of the University seems perfectly natural at the present day. At that time, however, there was no University of California and no school of mines in the sister State to serve as an example. In the course of the debates on this topic one of the speakers said: ". . . I know of no great school, or college, within the limits of the United States, where the science of mining is especially taught; and if there is any locality in the United States in which a college of that kind could grow to great importance, it is here, at the foot of the Sierra Nevada Mountains. . . ."⁵ Another speaker, a mining man of prominence on the Comstock, developed the idea of a school of mines as a trade school, saying: ". . . I fully believe that in this Territory a school of that kind . . . would challenge the attention of the people in other States and be of immense advantage to our mining localities. It would save millions of dollars annually to the people of this Territory to have a good school in which the young, growing up in our midst, could be properly educated, and thoroughly inducted into a practical knowledge of the different branches of mining; how to locate and construct shafts and tunnels; the best mode of timbering a mine; the most advantageous process of reducing the various kind of ores, and so on. Such a school would soon create a demand for our young men in every mining region, where they would be called upon to superintend mining operations."⁶

The report of the Committee on Education proposed a tax of one-half mill on the dollar for the joint support of the University and the common schools, in addition to funds derived from federal land grants and other specified sources. Advocates of the proposed school of mines now proposed that the half-mill tax be devoted wholly to this purpose. One of the speakers said: "I find that everything else is provided for except this poor lone mining department, which really seems to be the most important of all, and therefore I propose to devote to that this half-mill tax, which I think will be none too large for that object." A very appropriate solution for the problem of financing the School of Mines was suggested by another speaker, who said: "I think the best way is to levy a direct tax on the mines for the support of this mining school, and I will suggest that the section be referred to a select committee of three, with instructions to amend so as to levy a direct tax on the mines." This was not done, however; the original motion prevailed, and the half-mill tax was left to be divided between the University and the common schools, and ultimately this source of support was further diminished by a proviso that at the end of ten years the tax could be reduced to one-quarter of a mill.

⁴Nevada Constitutional Debates and Proceedings, p. 581.

⁵Nevada Constitutional Debates and Proceedings, p. 590, Mr. Frizell.

⁶Nevada Constitutional Debates and Proceedings, p. 590, Mr. Collins.

It is very interesting to reflect upon the progress which might have been made by a school of mines if adequate financial provision could have been made for it at this time. The mines of the Comstock presented an extraordinary opportunity to students of mines and mining. Nowhere else in America or in the world at that time was there such an object-lesson in mining on a colossal scale. Here every conceivable operation in the mining and milling of gold and silver quartz could have been observed. Moreover, there is very little doubt that just as soon as such a school had made a beginning, funds in abundance would have been provided for its support. The open-handed generosity of the people of the Comstock was proverbial. Public sentiment supporting such a school would have caused the great mining magnates to make heavy donations for buildings and equipment. It is unlikely that a resort to a special tax would have been necessary.

Even an attempt to found such a school of mines would have caused an immediate development of high schools in Virginia and Gold Hill. Its success, like that of every other venture in education, would have depended upon finding a leader of fine personality and training and of the right point of view. Still, unless such a man saw far beyond himself and his day and was more interested in his pupils than in his own future financial success, it would have been impossible to hold him as head of the School of Mines, for, as soon as his ability was demonstrated, he would have been taken away from the school and given a more remunerative position under one of the great mining companies. As it was, however, the School of Mines was not established immediately after the adoption of the Constitution, nor in fact until nearly a quarter of a century later. For a time there were high hopes that the University of Nevada would soon become a reality, but the hopes were deferred for realization to a later and very different period in the history of the State.

The strongest statement of the part which the School of Mines could play in the development of Nevada was made in 1865 by A. F. White, then State Superintendent of Public Instruction.⁷ In this report Mr. White speaks of the mining school as “. . . one of the most pressing educational wants of Nevada.” At this time the prosperity of the whole State, farms, mills, lumber-camps, depended wholly upon the productiveness of the mines.

The report speaks of the disastrous and wasteful experiments in methods of mining and milling, saying that “. . . thousands of dollars are wasted almost daily from the want of a correct knowledge of the facts and laws of geology, mineralogy, and chemistry.” Reference is made to the perplexing problems of the mineral structures and the chemical combinations found in Nevada and to the fact that “. . . there is no mining school now in the United States, and but two of any distinction in Europe.”

Mr. White tells of a few Americans who at large expense studied in the mining school of Freiberg or at the Ecole des Mines in Paris, and he brings home the importance of technical training in this field with great force in the statement: “A large majority of our mines and smelting works are now in charge of men, chiefly foreigners, educated at Freiberg.” Even these trained men faced unusual difficulties, for, according to Mr. White, “the peculiarities of the ores which they are working are such that they are often utterly at fault.”

With the characteristic energy of the West, he urges again the establishment and complete equipment of the mining department of the proposed state university, saying: “This is the field for it, the place where it is needed more than elsewhere.”

Superintendent White's estimate of the service which a school of mines

⁷First Annual Report of Superintendent of Public Instruction, p. 14.

could render to the mining industry of the State was, of course, far in advance of the facts and of the times. He was evidently thinking of a school in which young men could be trained in the known processes of mining and could receive the necessary fundamental instruction in chemistry, geology, and mineralogy; but he was at the same time visualizing a well-equipped and powerful research institution capable of working out new processes for the treatment and reduction of ores and of solving the complex problems presented by the unusual combinations of minerals found in Nevada ores.

Such a research laboratory was not established by the State nor by the Federal Government until more than half a century later, when the Federal Bureau of Mines installed the Mining Experiment Station in cooperation with the Mackay School of Mines in the University at Reno.

As it was, the great mines of the Comstock Lode were guided in their development by men who had received their training in Europe; and, comparatively early in the history of mines, methods were found which solved the worst of the problems.

However, the great educational opportunity of the Comstock has not been lost. Today every process not rendered obsolete by time and progress, everything in mechanical equipment and apparatus, all that the mines of Virginia and Gold Hill contributed to the development of modern methods of mining and reducing gold and silver ores—all this is still in existence and forms part of the subject-matter for students in the University of Nevada. The location of the University at Reno made it all accessible and preserved its full educational value.

Between the adoption of the State Constitution and the opening of the University at Elko there was a period of ten years in which it would appear that very little progress was made. We must remember, however, that in this early period between 1864 and 1874 Nevada's hardest educational problem was that of founding an adequate system of common schools. Only when graded common schools had been fairly well established throughout the State would it be possible to establish and to equip the high schools. Meanwhile on what class of students could a university have drawn, even if it had been in existence? Parents of Nevada children would have been obliged to send them to other States to get the necessary high-school training before sending them to the University.

The interest in the University waned and dwindled, although it had been so strong in the Constitutional Convention that the members saw the institution right before their eyes and spoke of it almost as though it were then in existence.

By the Morrill Act of 1862 Congress had granted to each State 30,000 acres of public land for each Congressman and Senator for the endowment of an agricultural and mechanical college, stipulating that the college must be founded within five years after the passage of the Act in order to retain the federal grant. In Nevada this grant amounted to 90,000 acres. In 1866 an extension of five years was granted by Congress, and the State was permitted to divert the income from this grant to instruction in the theory and practice of mining. At the same time an additional grant was made for the University of land equal in amount to seventy-two entire sections. In 1871 the Nevada Legislature memorialized Congress asking for a further extension of time in which to comply with the provisions of the grant. In 1873 Congress extended the time to 1877; but in this same year the Nevada Legislature attempted to comply with the land-grant Act by establishing the State University at Elko, in the northeastern part of Nevada. This was officially the beginning of the State University.

If it should appear that a long time had passed between the Constitutional Convention of 1864 and the official opening of the University in 1874, we have

only to reflect that in California the constitution of 1849 had made provision for a state university; but it was not until almost twenty years later that the institution was established. Meanwhile in California there was no school of mines, although as early as 1850 in the first session of the California Legislature, Thomas H. Green, State Senator from Sacramento, knowing something of the *Colegio de Minería* of Mexico, proposed to introduce a bill to establish such an institution for the education of mining engineers.⁸

In Nevada, throughout this ten-year period, while the common-school system was being established in preparation for higher education, the possibility of a university was often mentioned; but it was rightly considered an idea in advance of the times.

Still the plan was never lost sight of, for it was constantly referred to in the messages of successive Governors to the Legislature, in reports of the Superintendent of Public Instruction, and in bills providing for the founding of one or another of the divisions of the proposed agricultural and mechanical college.

It will be well worth while to review in some detail the efforts which were made in this period and the conditions which kept them from success. In the year following the adoption of the State Constitution the Nevada Legislature of 1865 passed a law establishing an agricultural and mechanical college in Washoe County. This law is of considerable historical interest; and many of its provisions are so unusual that they are well worth quoting.⁹

After naming the Governor, Secretary of State, and Superintendent of Public Instruction as Regents, the Act provided for the appointment of "five suitable persons as commissioners, three of whom shall be residents of said county, to select a location for said college in the county aforesaid."

These commissioners were empowered to receive donations of land, buildings, or funds which might be offered for the use of the college; it seems to have been assumed that Washoe County would be so glad to get an agricultural and mechanical college that building sites and perhaps buildings, or the funds with which to erect them, would be willingly donated either by the county itself or its citizens.

A dual form of control of a type certain to lead to friction was provided for in the establishment of two boards—one the Board of Regents established by the State Constitution, the other a "Board of Professors." However, as a legal check to the zeal of the latter the "branches of education" to be pursued are prescribed; they include English first of all, then an astonishing array of sciences, including meteorology, entomology, and political economy; but no mention is made of Greek, Latin, French, or German.

This law made provision for a degree of academic freedom which should satisfy any of the modern advocates of university anarchism, for it stated:

SEC. 6. The Board of Professors shall have power to establish such rules and regulations as shall be necessary for the government of said college, and the mode of instruction therein.

SEC. 7. The Board of Professors shall appoint one of its number to be President thereof; one to be its Secretary.

Still the most difficult feature of the whole matter was left to the future, in the provision:

SEC. 13. The Legislature shall provide, at its next regular session, for the payment of said Board of Professors.

The commission was duly appointed, but apparently there were no offers of

⁸Illustrated History of the University of California, Wm. Carey Jones, p. 10.

⁹Statutes of Nevada, 1865, chap. CII, p. 349.

land, buildings, or funds from Washoe County, and no funds were yet available from the land grants made to the institution by the Federal Government. This made it unnecessary for the succeeding Legislature to provide salaries for the "Board of Professors."

In 1865 the county-seat of Washoe County was at Washoe City in the southern part of the county, a town dependent for its existence upon quartz-mills and a lumber industry. Washoe City was a center for other prosperous little communities—Franktown, Galena, Ophir. Lumber and mining timbers from the dense forests of western yellow pine on the flanks of Mount Rose and Slide Mountain were hauled in wagons to the mines of the Comstock Lode, and the returning wagons brought down quantities of ore to be crushed in the quartz-mills of Ophir and Washoe. Reno had no existence; a portion of the Truckee Meadows had been broken up into farms; but on the present site of Reno there was only the bridge at Lake's crossing and a tollhouse. Even in 1865 changes already threatened the existence of Washoe City and the surrounding busy towns. Quartz-mills on the Carson River were being built in a location far nearer Virginia City and Gold Hill; and pine logs from the wild mountain country at the head of the Carson were being floated down that river to supply fuel and lumber for the mills. Perhaps we should not be surprised that under these conditions the commission received no donations of land or buildings and made no progress in the founding of the University, although eight years later Washoe City entered into ardent competition with Reno in donating lands and funds to secure the University.

During this long interval before the opening of the University at Elko tendencies showed themselves which if effective might have proven disastrous to the interests of the institution. One was the tendency to split the University into its component parts and to establish them in various locations.

In 1866, for example, it was proposed that a state normal school should be founded. At the same time it was urged that a mining school be established. Further reference to a normal school was made in the Legislatures of 1867 and 1869, but in the Legislatures of 1871 and 1873 its establishment was considered impracticable because of the opening of the California State Normal School at San José, and the admission of pupils from other States under a moderate charge for tuition.

The efforts to found a school of mines during this period have been discussed at length in earlier pages; but in this connection a dangerous tendency was shown in that an attempt appears to have been made by an Act of the Legislature of 1866 to divert the funds then supposed to be available for the school of mines to the establishment of the office of State Mineralogist.¹⁰ True, the Act provided that the State Mineralogist should prescribe a course of studies and give lectures and that he should be appointed by the Board of Regents; but it also provided that the board should obtain buildings for a geological and mineralogical collection or public state museum in which a great variety of mineral specimens would be duly marked and catalogued.

The State Mineralogist was directed by this Act to obtain data for maps of mineral-bearing regions in the State, to collect a library with maps, diagrams, and plans of mines, and to conduct an analytical department where ores would be analyzed at cost; in addition to which duties he was instructed to make a complete series of meteorological observations! The Regents were empowered to select a locality for this "school of mines," provided that the people of the point selected furnished buildings and grounds free of charge to the board.

¹⁰Statutes of Nevada, 1866, chap. CVI, p. 206.

It was provided that the expenses of the State Mineralogist should be paid from the mining-school fund or any money in the university funds. The Act was evidently considered unconstitutional, for, in his message to the Legislature of 1867, Governor Blaisdel says: ". . . The moneys now or to be placed in the University Fund are, by the Constitution, otherwise applied."

A somewhat similar attempt had been made in 1865 in an Act providing for a State Geologist, also under the Board of Regents, but they, according to Governor Blaisdel, deemed it inexpedient to make the appointment; this was an attempt to secure ". . . a preliminary geological survey of the mineral regions of this State," together with maps and collections of minerals.¹¹

It is not clear, however, that there were at this time any funds available from the congressional land grants to the State for the University. The first Morrill Act and the subsequent grant of seventy-two sections of land for this institution provisionally placed at the disposal of the State a total of 136,080 acres; and it was specifically provided by Congress in making these grants that the lands should be sold at the statutory price of \$1.25 per acre and the proceeds invested in bonds yielding not less than 5 per cent interest; that the principal should be kept in perpetuity, while the interest alone could be used. Still, from 1864 to 1873, successive messages from the Governor to the Legislature and successive reports of the Superintendent of Public Instruction urged the Legislature to provide for the selection, certification, and sale of these lands and for the investment of the proceeds. In 1869, "Through information afforded by Hon. C. N. Noteware, a member of the Board of Regents, delegated for this purpose, application has been made in behalf of the State for about 27,000 acres of timber land situate in the Lake Tahoe region of the Sierras, and about 7,000 acres of agricultural lands in the Humboldt River region." In 1873 little progress had been made, for, according to the Biennial Report of the Superintendent of Public Instruction, "one hundred and thirty-six thousand and eighty acres of land must be disposed of within the next five years."

At the best, however, after the acceptance of the federal grants, several years would necessarily elapse before the land could be selected by the State, certified to the State, and sold. Even after this, the proceeds from the sale would have to be invested in interest-bearing securities, and the interest would have to fall due before there would be any funds available for the use of the Board of Regents. Meanwhile any income available from interest on the funds might appropriately be used to defray the costs of selection, classification, and sale.

In any case the federal land grants were entirely inadequate to found or to support a state university in Nevada. The fact that the lands of the Morrill Act were granted in proportion to representation in Congress automatically made the Act ineffective; for Nevada's representation was so small that the granted amounted to only 90,000 acres. If Congress had made a minimum grant of, say, 500,000 acres, the income from this source would have been of very great importance in the establishment of a university in a State as thinly peopled as Nevada. It was not until the year 1890, when the second Morrill Act was passed, that this oversight was partially remedied.

If in 1873 the entire 90,000 acres and the seventy-two sections could have been sold immediately at the usual price of \$1.25 per acre, the total endowment would have amounted to only \$170,100, which at the prescribed interest rate of 5 per cent would have yielded \$8,505 as the income of the University. Still, it is equally evident that, if this sum could have been obtained and then supplemented by even moderate biennial grants from the Legislature, the total would

¹¹Statutes of Nevada, 1864-1865, chap. CXLII, p. 408.

have been sufficient to establish part of the work of the University in a way which would have been a valuable preparation for later and larger activities.

In summary, then, as we look back upon the period between the Constitutional Convention of 1864 and the actual opening of the preparatory department of the University, it seems evident that constitutional provision had been made for such an institution long before it was financially possible. In the interval, the arguments advanced for a school of mines were vigorous and brilliant; but they were founded upon the success of such schools in Europe far more than they were upon the actual educational situation in western America. As more graduates from the European schools of mines came to be employed in Nevada, it must have been evident to the most ardent advocates of a school of mines for Nevada that the common-school system of the State had not yet advanced far enough to make it possible to build upon them as a foundation a superstructure of high technical and professional training. The fact is that in the field of education the efforts of the State were very properly absorbed in a severe struggle under adverse and constantly shifting conditions to provide fairly adequate and efficient common schools. Even in 1874, when the University was at last opened in Elko, it was clearly desirable to make the beginning in that county with nothing but a preparatory department, in which the work would necessarily be a combination of grammar-school and high-school studies.

CHAPTER II

The University in the Elko Period — 1874 — 1885

BEFORE the opening of the University at Elko, a number of new towns had sprung up overnight along the line of the recently completed Central Pacific Railroad. Of these the most important were Reno, which was established in 1868, and Elko, in 1869, four or five years before the movement for a state university took final form. In 1873 the population of Reno was probably not much more than 1,000, while that of Elko was about the same. For several years the most important settlements in Washoe County had been a group of small towns in the vicinity of Washoe City, the county-seat.

At this time the town which would have been in very many ways the most suitable location for the State University was Carson City, the Capital. Carson City was founded very early in the history of the State. In 1864 it had been in existence for about six years, and thus was considered quite an old settlement when it was chosen as the seat of the Constitutional Convention. Lying in a broad, level plain just east of the Sierra Nevada Mountains and almost at their foot, with a rich and fertile farming country near at hand, Carson City, in 1873, was the center of the most heavily populated section of the State. It lay close to the bonanza cities of Virginia and Gold Hill, still closer to the mills and lumber camps of Washoe City, and only thirty miles away from the new and ambitious railroad town of Reno.

As things then stood, there was every reason for grouping the major state institutions around the Capitol at Carson City; and, as we look back, it seems now more than probable that here the University would have had an earlier success than in any other town in the State.

Still, the new town of Reno, on the main line of the transcontinental railroad, a distributing point for a large and rapidly developing territory, lying in a beautiful natural location on the Truckee River, surrounded by the farm lands of a rich and fertile valley, would have been a very suitable location for the school.

Ten years earlier the town site of Reno had been nothing but a waste of sagebrush and sand. In 1865 one might stand upon the wooden toll-bridge at Lake's crossing and look out across an unbroken level stretch of the gray sage to the slopes of Peavine Mountain seven miles away. Early in 1868, before the Central Pacific Railroad reached Reno, settlers flocked to the new town site and built a straggling town of tents, shanties, and hurriedly constructed frame buildings in anticipation that the new town would prove to be a great place of business, the supply point for the Comstock Lode.

Carson City, once the most important settlement in Nevada, but soon completely overshadowed by the mining cities of Virginia and Gold Hill, looked upon Reno from the beginning with jealousy, as a dangerous rival. In fact the citizens of the new town were already showing an aggressive spirit which had led them to assume that they could make Reno not only the county-seat of Washoe but perhaps even the Capital of the State; and that at least they should promptly take away from Carson City as many of the state institutions as possible.

The following extract from the *Reno Journal* of March 9, 1872, while it seems laughable and deplorable enough at the present day, will serve to illustrate the intense rivalry between the two towns, and at the same time to throw light upon facts of importance in the early history of the University:

CARSON AND THE STATE UNIVERSITY

On Saturday, the 2d day of March, the Board of Regents met at Carson and opened the bids submitted from different localities in the State. We understand there were bids from Elko, Genoa, Carson, Washoe City, Washoe Valley, and Reno, all of which were liberal in their nature, but the one from Carson strikes us with amazement. It is evident that the good people of Carson are possessed with a good deal of hoggishness in connection with a vast amount of cheek. After the State Capitol, the State Prison, the Orphan Asylum, the U. S. Branch Mint, the U. S. Land Office and Courts had been located at Carson—and that, too, partially out of sympathy to bolster up a *pauper town* which was fast going to the dogs a few years ago—it was reasonable to suppose that Carson would be willing to allow a solitary crumb from the table of fat things to fall elsewhere, especially when the climate and location in all respects



Lake's Crossing, Looking toward Peavine Mountain across the Town Site of the City of Reno, 1865. (By courtesy of the Nevada Historical Society.)

is far preferable. The nature and shrewdness of this bid is amusing. A magnificent building of hewn stone, which would cost probably fifty or sixty thousand dollars! As we understand it, Carson does not offer any money but a fine stone building. All this looks very fine on paper, but who will pay the hewers of wood and stone and the drawers of water? Why, it is plain to be seen that Carson will commence the job, but at the next Legislature a nice little appropriation will be asked of the State to foot all bills; of course the State will have to grant the aid, for the good people of Carson, with their winning ways, will use the old argument, "chronic poverty and a total failure if aid is not granted by the State." This game is played out; we want fair play! Are the Carsonites the favored people of our State? Are they to receive exclusively all the good things of the land? Reno is in earnest and has made a square offer of \$12,000 in cash, together with twenty acres of land, which is today

worth much more. There are also other important advantages connected with the location at Reno which no other town in the State can offer. If the Board of Regents acts wisely we have no fears but that Reno will be the spot selected. But if the job is to be hoodooed by the Carsonites, we will say to them, by way of caution, that too many *good things* sometimes nauseate and cause a revolution of internal affairs.

At this period in western history journalists prided themselves upon a talent for abusiveness which in the papers of the Comstock sometimes ascended to the heights of genius. The fact that these same journalists might meet as friends and good fellows after working hours and drink long and deeply together had little or nothing to do with the attitude of the paper.

The quotation given above brings out the astonishing feature of the earliest history of the University, a well-laid plan on the part of the Board of Regents to farm the University out to the community which would offer the highest bid in land and buildings. Earlier issues of the *Nevada State Journal* refer to meetings of business men to receive reports of committees upon funds subscribed by citizens toward the fund for buildings and land. The *Reno Journal* of February 17, 1872, speaks of a subscription of \$5,500 by citizens and of a generous donation by the Central Pacific Railroad Company of \$500 and forty acres of land. The quotation shows that Carson City was equally active, but there are other references in the press of the time to the activity of Washoe City, Elko, Washoe Valley, and Genoa.

The whole attitude of the towns of the State seems to have been that state institutions should be looked upon as spoils, to be distributed more in accordance with local political influence than the desirability of any given situation. This feeling added bitterness to the rivalries between new towns and old, and presented a very difficult problem to the Regents. Having assumed the responsibility of locating the University, they apparently decided that they might pacify existing antagonisms by the show of fairness involved in locating the new institution in the town which made the highest bid. Soon, however, the intensity of the feeling between Carson City and Reno caused the Regents to reconsider even this action, whereupon they discovered, what the law made obvious from the beginning, that the Board of Regents had no power under the law to locate the University anywhere; for the question was one which would in any case be settled by the Legislature.

The *Nevada State Journal* (Reno) of April 6, 1872, says plaintively enough: "We understand that the Board of Regents have deferred locating the State University, questioning their powers under existing statutes so to do. So the matter now rests, and those who deposited money on bids for said location can take their cash and put it to other if no better use. We presume the next Legislature will give the matter their early attention."

On March 4, 1873, in the Sixth Session of the Nevada Legislature, after motions had been made and lost to amend by substituting the words "Reno" and "Winnemucca," a bill passed the Senate by a vote of 20 to 3 locating the University at Elko. It passed the Assembly on March 6 by a vote of 37 to 9, and was made a law on March 7 by the approval of Governor L. R. Bradley.

On the same day the Governor approved an Act to provide for the erection of a new State Prison, an Act which authorized the Prison Commissioners to select the site for the building. Ground to the east of Reno was chosen, but, although the construction of the walls was carried to partial completion, the Prison was ultimately kept at Carson City.

Among other provisions of the law which located the University at Elko,

a requirement was made that there should be conveyed to the State a tract of land of not less than twenty acres, together with a building to cost not less than \$10,000, suitable for the uses of a preparatory department. The law also provided that if in the funds of the University there should not be money sufficient to pay for its maintenance, then a transfer should be made from the General School Fund to cover the deficiency. It was also stipulated that in case the University should be removed from Elko at some later date, then the title to the land and buildings would revert to those who had given them to the State.

It is to be remembered that in 1873 and for several years later there was practically no money available in the funds derived from the federal land grants of the University and that the action of Regents and Legislature was little more than a perfunctory compliance with the law, made in order to hold the grants.

Political considerations may have influenced the passage of this Act. Still the decision seems to have been quite as much in the nature of a compromise brought about by the bitter rivalry between Carson City and Reno. Apparently there was no rivalry whatever between Elko and Reno, for the *Reno Journal* congratulated Elko heartily upon her victory, saying, however, that the State Prison should have been given to Elko, while Reno should have had the University. In this whole matter there was far more of small-town rivalry than of zeal for higher education.

We have mentioned the fact that ultimately Reno failed to get the State Prison away from Carson City, which served the greedy village on the Truckee thoroughly right. Real-estate values in a small town are often based in part upon the presence of a state institution, whose removal to another town, for no better reason than to satisfy the unprincipled ambition of the second location, leads inevitably to chronic and traditional ill-feeling between two places which should work together in mutual good-will, or at least in friendly rivalry.

We cannot say just how well the Prison might have fared at Elko—to the poor fellows within the walls the location might make little difference—but that the University would have made a fair beginning in Reno there is little doubt. Within a day's travel of this aggressive railroad town lived half the people of the State; there was already a high school in Virginia City; and the following extract from the *Nevada State Journal* (Reno) of February 4, 1871, shows that high-school studies were making progress in Reno:

On visiting the school yesterday, we were surprised to find not only all the studies required to be taught by the laws of the State, but all that are usually taught in our high schools and academies, taught in our Reno school. Among these studies were algebra, geometry, and Latin. . . . We have seldom, if ever, visited a school of the Pacific Coast (and we have visited some of the best schools in California) where the pupils acquitted themselves so well. . . .

As at this time it was planned that only the preparatory department of the University should be established. The town which won the coveted prize would get at the best only the skeleton of a state-supported high school; and there was little prospect that further developments would occur for many years.

A hurried glance at the condition of the school system of Nevada at the time when this bill was enacted is of considerable interest, for it will show the character of the foundation on which the University must build.

In 1872 the only high school in the State was the one in Virginia City.¹ Schools of grammar grade had been established in seven counties. In the whole State there were only fifty schoolhouses; of these fifteen were rented and eight

¹The Carson High School was established in 1872.

were classed in the State Superintendent's report as unfit for use.² Nearly one-fourth of these schools were open for less than six months of the year.

Perhaps this is not so hard to understand when we learn from the figures of the U. S. census of 1870 that there were then in Nevada only 42,491 people, and that the improved land in farms had not yet reached 100,000 acres. The whole interest of the people centered in mines and mining, and all conditions were utterly unsettled. For a few years the town which grew up in a day around a new group of marvelously productive mines would offer a wonderful local market for everything that could be raised on adjacent farm lands. Then the mines would become exhausted, or the cost of working at added depth would grow too great, and the result would be an empty town and the loss of the local market. The people came and went from one camp to another. They were a brave throng, alert and intelligent, stalwart and independent, filled with high hopes and the spirit of adventure, people for whom "the best was none too good; and the worst not bad enough to complain about."



The University Building at Elko.

They were not settlers! Under such conditions, with far fewer women and children in proportion to population than in the older States, is it at all strange that in the early days the schools of Nevada had made so little progress?

However, if the matter had been decided on its merits—that is, on a basis of the relative desirability of the proposed locations—the decision in favor of Carson City or Reno would have been given in an instant. At that time almost exactly one-half of the people of Nevada were living within a circle whose radius is forty miles and the center Carson City—a condition which persisted almost unchanged for fully thirty years; and, even after more than fifty years, between one-third and one-half of the people of the State reside within this same circle.³

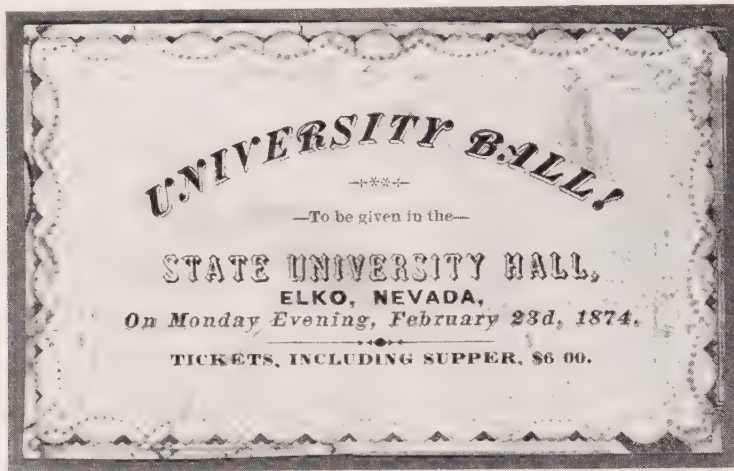
Elko had won the contest and won it by a bid which promised an extravagant outlay on the part of so small and so new a community. Perhaps there is even

²Second Biennial Report of the Superintendent of Public Instruction, 1871-1872, p. 38.

³U. S. Census, 1870 to 1920.

some reason for assuming that in this action there was less of rivalry on Elko's part and more of genuine enthusiasm for education; for the town and county were settled by progressive people who have since made heavy and profitable investments in a very creditable system of city and county schools.

The construction of the University building at Elko was begun and carried through in the winter of 1873-1874. The original contract between the State University Building Company and the Board of Regents called for the erection of a building at a cost not to exceed ten thousand dollars. Apparently this cost was considerably exceeded. The following extracts from a letter written to Professor J. C. Jones of the University in 1922 by W. T. Adams of Alberton, Montana, will serve to show something of the resourcefulness of the Elko people:



An Interesting Memento of the Elko Period.

. . . You will please find enclosed a souvenir of the first days of the University of Nevada in the shape of a ball ticket which was purchased by my Father in January 1874; no doubt a little old-time history would be interesting to you. Nevada's first University was built in 1873 on a little hill just outside of Elko; it was built of brick and was the most handsome structure in all the State.

Money to carry on the school was not very plentiful at the time, as the building cost much more than they thought it would; so this grand ball was given in order to raise funds to purchase things needed in the school, such as furniture and the like.

The tickets were offered for sale in every town in the State. . . . The music consisted of violin and guitar; and the dances were almost all quadrilles; the music was donated and so was the supper. The night was bitterly cold, more than 40 degrees below zero; but there was a large crowd, it was some big doings! No doorkeeper, the tickets were never taken up; it was free for all and those who did not buy tickets were just as welcome as those who did.

I was there myself, and what took my eye the most was the large quantity of cakes and pie and candy. Later I went to that same school for four years; and my favorite teacher, the one I liked the best of all, was (Judge) E. S. Farrington, now living in Carson City. I'll bet you know him.

According to the History of Nevada, published by Thompson & West,

bonds bearing high rates of interest were issued to pay for the buildings,⁴ but Governor L. R. Bradley, in his second biennial message to the Nevada Legislature, delivered January 6, 1875, says: "The conditions precedent to the location were complied with by the citizens of the county at an expense of twenty thousand dollars raised by voluntary subscriptions."⁵

In any case this was a bold and aggressive step for an exceedingly young and small community; but it was characteristic of the times. The history to which we have referred says: "Scrip was issued to pay current expenses and overdue interest, until, in less than four years after the organization, the county debt had reached the enormous sum of \$112,470, while the entire population [of the county] was less than 3,000." But the citizens had a well-justified faith in the future, and it was not many years before the population of the county had doubled and had paid off nearly one-half of the indebtedness. When the University was established, in fact, the rapidly developing mines of Elko, the hope of future mineral discoveries, the farms and ranches which were being reclaimed from the wilderness in a dozen fruitful valleys, all made it seem probable that Elko County would soon become a populous and wealthy region.

On October 12, 1874, the preparatory school at Elko opened its doors to students. The first class consisted of a group of seven pupils whom D. R. Sessions, the newly elected Principal, had himself selected from the Elko public school.

The course of study as then planned is given in the following circular, prepared by Mr. Sessions, and printed in the *Nevada State Journal* (Reno) of October 10, 1874:

The "Academic or Preparatory" department of the State University at Elko, Nevada, will be opened for the admission of pupils on Monday, October 12, 1874. Requirements for admission: In written arithmetic, Eaton's high-school arithmetic through interest; in oral arithmetic, Eaton's higher grade; in English grammar will be required a familiarity with the rudiments, and the ability to apply the general rules of syntax to the correction of false English; in geography, Intermediate No. 2, Eclectic Series; orthography and reading—it will go far toward recommending applicants for admission, and will be rigidly required that they spell correctly and read with becoming expression; History of the United States—Swinton's Condensed History or its equivalent. The preparatory course will embrace a period of two years. Those branches will be taught which are required for admission into the Freshman Class in colleges. French and German will be taught as optional. For further information apply to the Principal, D. R. Sessions, at Elko. Tuition free.

Now began four years of service by a man whose name is honorable in the annals of education in Nevada. D. R. Sessions was a native of South Carolina, where he was born in 1847. It is related of him that his interest in Greek and Latin was so keen that while he was struggling to obtain an education which his parents, impoverished by the Civil War, could not give him, he mastered Latin by studying the language for himself after only three weeks instruction; and then, without a teacher, obtained a knowledge of Greek. In 1868 he graduated from Princeton with the degrees of B.A. and A.M., receiving special honors in English and the modern languages.

But in Elko he proved himself to be more than an enthusiastic student of the ancient and modern languages, for he was a teacher of that rare type whose interest in his pupils directs and inspires his interest in the subjects taught.

⁴History of Nevada, with Illustrations, Thompson & West, S. F., p. 385.

⁵Appendix to Journals of Senate and Assembly, 1875, p. 14.

Firm, kindly, gentle, for four years he conducted a one-man school, teaching a variety of subjects so great that the list rouses wonder that his work could possibly have been done so well—a list whose mere perusal would overwhelm a modern high-school special teacher.

Taking this first group of seven, Principal Sessions studied each child as an individual, and then sought to develop each one along the line of natural abilities and aptitudes. It is told of him that within a few years he had developed a class of remarkably gifted pupils whose ages ranged from 17 to 20 years.⁶ A committee appointed by the Legislature to report upon the condition of the University testified with both pleasure and astonishment to the progress



D. R. Sessions.

made by the pupils and the excellence of the instruction. On January 1, 1879, Mr. Sessions ended his period of service as Principal of the preparatory department of the University at Elko and took up his duties as State Superintendent of Public Instruction.⁷

During the principalship of Mr. Sessions a dormitory building was constructed by the State at a cost close to \$7,000. This was a substantial two-story wooden building large enough to house fifteen or twenty students. It seemed probable that the provision of home surroundings would lead to an increase of

⁶Report of Board of Regents, 1877-1878.

⁷After spending some time in newspaper work, Mr. Sessions assisted H. H. Bancroft in the preparation of his history of the West. At the age of 50 he was admitted to the bar; he became Claims Attorney for the Southern Pacific, in whose service he died, January 19, 1924, at the age of 77.

pupils from other parts of Nevada. Still, although the dormitory was made as homelike and attractive as conditions permitted and was placed in charge of Mrs. M. A. Rood, a kindly woman who would have made an excellent "house-mother" for a modern sorority house, it did not succeed in its purpose, and the school at Elko continued to be of only local service.

The new principal was the Hon. W. C. Dovey of Silver City, Nevada, who had served as a member of the Board of Regents from 1874 to 1878. In 1882



The University at Elko. Dormitory Building in the Foreground.

(From Thompson & West's History of Nevada.)

Mr. Dovey resigned, and five years later succeeded C. S. Young as State Superintendent of Public Instruction. The vacant principalship was filled by another Regent, T. N. Stone, a graduate of the New York State Normal School and formerly a County Superintendent of Schools in California. In 1883 E. S. Farrington, a graduate of Amherst College, was made Principal. In handling the difficult situation presented by the large number of subjects and of classes to be taught by one man, Mr. Farrington showed both tact and skill. Had he continued to teach, his service to the State in education might have been as great as it since has been at the bar and on the bench.

For the spring term of the school year 1884-1885, A. T. Stearns was head of the preparatory school up to the time when it closed its doors on July 15, 1885.

Toward the end of the Elko period, some attempt had been made toward a beginning in the School of Mines. This school, which had seemed so important to the brilliant minds of the Constitutional Conventions of 1863 and 1864 and

which had been talked of and prepared for up to the opening of the preparatory school, made very little progress between 1874 and 1885. However, partly in fear that the land grants which had been devoted to that purpose might be forfeited if the law were not complied with, an attempt was made in 1882 to make at least a formal compliance with the provisions of the law. To this end in the autumn of that year the Regents employed J. E. Gignoux, a young mining engineer who had been trained in the School of Mines at Freiberg, Saxony, to give instruction in assaying and mining engineering.

As no laboratory facilities had been prepared in advance, Mr. Gignoux was placed under contract for three months to teach these subjects and to furnish the necessary chemicals and apparatus. Nine pupils were enrolled in this course. They received useful instruction in methods of assaying and in certain practical features of mineralogy.

The work must have corresponded to the short course for prospectors afterward given in the Mackay School of Mines at Reno. In 1883 furnaces were erected, apparatus and chemicals were purchased, and the department was equipped for a long term of service. Thirteen men received instruction in the school year 1883-1884; but in the autumn of 1884 there were no applicants for admission.

Upon the closing of the school at Elko J. E. Gignoux began a long and honored career in mining activities in Nevada. His faith in the University was shown by the fact that in later years three of his children were students at the University in Reno.

From the standpoint of actual instruction of college grade, the Elko period means nothing in the history of the University; but from the point of view of official organization it is significant. In Elko the Board of Regents, created by the State Constitution, in order to comply with the Acts of Congress making the land grants, had organized the preparatory division of the State University. It was, as we have stated, a combination of high school and grammar school, giving between 1874 and 1885 the only grade of instruction of service to the unsettled and shifting population of a region where there were no high schools and where even the common schools were making a hard fight for existence. The attendance was local, varying between twenty and thirty pupils. In Nevada in 1874 a college course would have been of little use except as it might have served a few students if the University had been located in Carson City or in Reno. It was in fact very hard to maintain a high school, for, in the struggle to make mines, ranches and towns in the sagebrush wilderness, many of the parents were unable to keep their children in school after they were old enough to go to work.

The Elko period is, however, of pleasant interest and significance in another way; for in 1873 Elko County set an example to all the rest of Nevada by incurring a heavy indebtedness for the erection of what was then the finest school building in the State. It was a demonstration of a belief in education and a promise of better things for the future which that county most admirably redeemed in later years in her excellent public-school system.

The history of collegiate instruction in Nevada begins with the transfer of the State University from Elko to Reno, but before taking up the story of the University in its new location it will be well to spend a little time in examining into its sources of support and endowment, particularly the federal endowments which alone made the institution possible.

CHAPTER III

The Land Grants

FROM the earliest history of the American commonwealth, land grants for educational purposes were common. President Thwing tells how, "Twelve years after the settlement of Jamestown, and one year before the Mayflower came to Plymouth, the Virginia Company in Old England made a grant of ten thousand acres of land for the foundation of a University . . . Two years later a subscription of one hundred and fifty pounds, and a grant of a thousand acres of land, were made for the preparatory school at Charles City. . . . Settlers came over to occupy the University lands."¹

After the Revolution, the States of the eastern seaboard abandoned all individual claim to the vast unexplored territory lying beyond the western frontier. Thus the Nation came into control of an enormous area, forest, prairie, mountain, and desert, in which the States of the West and middle West were to arise. The Nation was rich in land, and it was in a position to give to each new State, at its birth, princely gifts of land for public buildings and other public improvements and for a school system which should extend up through the primary classes to universities of the people.

In 1783 propositions were drawn up by Col. Thomas Pickering in reference to the creation of a new State in the northwest territory by officers and soldiers who had served in the Revolutionary Army. Colonel Pickering proposed the purchase of land from the Indians, and suggested that grants be made of land in this wild region to soldiers of the Federal Army. To his honor be it said that he offered the first suggestion concerning the use of land for educational endowments by the Nation. Upon the adoption of his plan lot number 16 of every township was reserved for the maintenance of public schools, and within two years Congress had passed a second ordinance prohibiting slavery in the great territory now included in the States of Ohio, Indiana, Illinois, Michigan, and Wisconsin.

These ordinances for freedom and for education were in themselves a prophetic expression of the attitude of a people who thought so much of liberty and of education, on which alone liberty can be permanently founded, that even before the Revolution, when the Colonies had no vision of national unity, when the colonists were engaged in a grim struggle to build up new States in a region covered with dark forests, they had founded the nine great colleges which today are the heart of the intellectual life of the Eastern States.

We need not wonder, then, that the Ordinance of 1787 for the government of the territory northwest of the Ohio River decreed that "religion, morals, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

It must not be inferred, however, that there was anything novel in the endowment of education by national agency. The recognition by the sovereign of the importance of education belonged to a far earlier period. Walden² states that the Emperor Vespasian endowed at Rome chairs of Greek and Roman eloquence. Antonius Pius and Marcus Aurelius made grants of honors and of funds to the schools of Athens, and even Nero paid "tribute to the

¹History of Higher Education in America, Thwing, p. 50.

²Universities of Ancient Greece, Walden, pp. 81-94.

superiority of the Grecian intellect and to the influence which that superiority exerted over other nations." Still, it remained for a much later period, and for a country where thought was as free as in Greece, and where an enlightened government was almost as autocratic as that of Rome, in fact for Prussia, in the Nineteenth Century, to develop to the full a system of education under the control and the endowment of the nation.

We may, if we wish, trace back the idea of education by the state to a still earlier period, and in 400 B. C. find the immortal Plato discoursing on education at public expense for men and women alike—education of body, mind, and character.³

In America, however, in the minds of the founders and leaders there was the clearest recognition of a somewhat different principle—the concept that if a free people are to remain free, a brave and strong people are not to become servile, then they must be an informed and intelligent people. Self-government by the ignorant and the prejudiced is nothing more than the tyranny of the mob.

These things were seen by Benjamin Franklin, who in 1749 was instrumental in establishing the University of Pennsylvania; by Jefferson, who gave the declining years of his life and the most earnest efforts of his ardent character to the establishment of the University of Virginia. They were seen with equal clearness by Washington, who, with breadth of vision and high patriotism looking far beyond his time, strove to establish something which we have scarcely yet founded—a school which would be the greatest of national monuments to his memory—a national university in the Nation's Capital.

The peculiar excellence of the American system of grants of land for education lay in the fact that the educational system of each State would thus be endowed from the beginning, and that the degree of progress made by the State would be reflected in the progress of its schools.

Almost at the beginning of the Civil War, in the midst of the most sorrowful period of American history, when the fate of the Union itself was undecided, friends of education were even then active in seeking to have endowed and established under special land grants a form of education new to America—the agricultural and mechanical college.

At that time institutions of this type were firmly established in Europe, where a very considerable number were in successful operation. Their possibilities had been shown under American conditions in several of the States, where they were making solid progress and winning their way by demonstrated usefulness. In 1862 three were in active operation—in New York, Pennsylvania, and Maryland—and very promising beginnings had been made in Virginia, South Carolina, Ohio, Iowa, and Wisconsin.

Out in the stump lands of Michigan Joseph R. Williams, president of the Agricultural College, was making a brave fight against his own ill-health and the indifference and prejudice of the settlers to found a serviceable agricultural college. Throughout America the demand for training of this type was beginning to be felt. In the national Congress the movement found a most valued friend and leader in Senator Justin S. Morrill of Vermont. In 1862 he secured the passage of a bill whose provisions led to the establishment, before his long period of public service was ended, of the great system of American land-grant colleges.

It is interesting to note how often the sturdiest friends of higher education in America have been men whose own early opportunities were limited. In our Nevada Constitutional Convention we find McClinton of the Committee on Education, a clear thinker and able editor, saying: "I had the honor to graduate

³Dialogues of Plato Translated into English, Jowett, pp. 140-147, *et seq.*

in the chimney corner, by the firelight in my father's little old log cabin, and I feel the want of a polite and classical education. I am willing, therefore, to do all I can to encourage common schools; all I can for the encouragement of every species of educational improvement. . . ."⁴

Apparently Senator Morrill's opportunities were greater; although it is said of him that he left school in his fourteenth year and "two years as clerk



Senator Justin S. Morrill of Vermont.

(By courtesy of the Federal Bureau of Education.)

in a country store, and four years in a like position, in Portland, Me., constituted his advanced course."⁵

Later he was a merchant himself for a period of fifteen years, and later still a farmer. We do not know what the influences were which helped to form Senator Morrill's tastes. Throughout New England, however, a love for books was common, and it was to be expected that a man of his native ability should find fellowship in the written works of great men, leading to "his lifelong practice of spending his leisure hours with good books." Because of Senator Morrill's capacity, kindness, and energy, and, because there was never a hint of corruption in connection with his career in the Senate, he became a power in that organization. It is, however, a somewhat extraordinary testimony to his tact and skill as well as to his force of character that, at a time when the heart and soul of the Nation were absorbed in the bitter and heart-breaking struggle

⁴Nevada Constitutional Debates and Proceedings, p. 571.

⁵History of Michigan Agricultural College, Beal, p. 48.

of the Civil War, he was able to put his bill through both houses of Congress for the approval of President Lincoln. The approval of the bill by the Nation's greatest leader stood out in sharp contrast to the fact that the same legislation had been vetoed by President Buchanan at a time when there was every opportunity for the Chief Executive of the Nation to grasp its value.

However, while we appreciate the great work done by Senator Morrill, we must at the same time look back with pleasure and gratitude upon the assistance which was given to him by President Joseph R. Williams of Michigan. No one saw more clearly than he did the great importance of a federal endowment for the agricultural colleges. His personal experience was bringing home to him with bitter earnestness the hard fight against prejudice and misunderstanding which the agricultural colleges would be obliged to make. If supported only by the States, they would be subject to the ignorance and the caprice of each successive Legislature, and would have to fight their way against demagogues and politicians. Under congressional endowments adequate to make them partly independent of the Legislatures, they might follow desirable lines of development without being crippled by outside interference.

The work of President Williams in the Michigan Agricultural College lasted only two years. It is said of him that "his whole life was a struggle against poor health, compelling him to give up one pursuit after another." Yet his influence is felt down to the present day in the institutions which he helped to found.

The Morrill Act of 1862 endowed the agricultural and mechanical colleges by a grant from the public lands of 30,000 acres for each Congressman and Senator, and provided that the funds derived from the sale of these lands should be held in perpetuity and invested in bonds whose interest would be used for the support of the colleges. The Act shows long experience in legislation; it is evidently the joint product of several thoughtful minds.

Because of Nevada's small representation in Congress, however, her endowment from this grant was doomed from the outset to be so small that there was never any prospect that the fund based upon this land grant would reach important proportions. In 1866, however, the endowment of land was supplemented by an Act of Congress giving to each State for the support of a university, a further grant equal in amount to seventy-two entire sections. These two grants taken together form the slender federal endowment on which the University of Nevada was founded.

Having thus sketched very briefly the history of the federal endowments which made the University possible, let us now turn again to the situation at the end of 1884, when the University of Nevada, as such, began its career under more favorable conditions in the western part of the State.

CHAPTER IV

The Transition and the Beginning — 1885 — 1887

WE NOW BEGIN a story of higher education under conditions perhaps as strange at first as any that have ever surrounded an effort of the kind. Like the story of education everywhere, it is primarily a history of the effect of character, personality on personality. Surrounding conditions, buildings, land, endowments, are not in themselves sufficient to do more than to supply a soil favorable to sturdy growth. The one thing needful, the thing which will transform a barn or a barracks into a college, is the spirit of the teacher calling out the response of the student; and it is from this point of view, the older, maturer knowledge and idealism of the teacher calling to and inspiring qualities of mind and character in younger people, that the University of Nevada, like any other institution of higher learning, is most significant.

Years ago the Reverend Samuel Unsworth of Reno, a leader in spirituality and the love of the higher things, speaking a few simple words upon the death of a teacher who had grown old in service of the Reno schools, said: "Out of that little house of plain living and high thought there went forth every day to her daily work a living and breathing benediction. She called out the shy virtues." In these words he voiced nobly the spirit of the true teacher. If this history shall succeed in bringing out even in small part the service of the teachers and the helpful relationship between teacher and student in the University of Nevada, the story will have served its most important purpose.

Like almost everything else in Nevada, the history of the University goes back to the Comstock Lode. Virginia City and Gold Hill were in the early days of statehood the centers of a brilliant social life; among the people who had gathered there were men and women of culture, or perhaps of the quality which leads to culture, an aspiration and yearning to develop and to learn. There were brilliant men in the press of those days, Sam Davis, Wells Drury, Joe Goodman, C. C. Goodwin, Rollin M. Daggett; and, towering above the others, writers like Dan de Quille and the outstanding genius of them all, Mark Twain. The spirit of adventure and the freedom of the West had drawn to California and later to Nevada a number of lawyers whose gifts of oratory were becoming known throughout America, such men as Senator Stewart, Tom Fitch the silver-tongued orator, and several others. From the South had come young men of the highest aristocratic spirit and all the social gifts and charm that aristocracy and family position could give.

But in 1885 the light of the Comstock was waning, the camp had had its day; and that day like the glorious period of the early '50s in California was now fading into afternoon.

Among the people of the old Comstock, however, in Virginia and Gold Hill, there had been a group of friends and neighbors who from the beginning of the Elko period had believed that far more could be done with the State University than had ever been accomplished. They regarded the Elko institution as temporary at the best, and looked forward to the time when its removal to western Nevada would give it a chance to meet a need which they felt perhaps more keenly than did the mass of the population. Among others, the group included Alf Doten, C. S. Batterman, Jewett Adams, C. C. Stevenson, and their wives; they were all interested in higher education, and several of them were later of distinguished service to the University.

On the old Comstock many of the residences were homes of wealth and

refinement, in which, whatever the deficiencies of early education might be, there was a daily effort toward self-improvement. Each home had its good books, sometimes a considerable library including works on science and history, the classic works of English fiction, and even standard works in Spanish and in French. Isolated in a western mining camp on the side of a desert mountain more than six thousand feet above the sea, these people found satisfaction for their love of beautiful scenery in an everchanging panorama of hill and valley, snowy peak and shimmering desert spreading away to faint blue outlines of mountains fading into the horizon. Immersed in practical affairs, they yet found time to read such magazines as the old *Art Journal*, with its marvelous steel engravings and *The Aldine*, whose pages carried monthly reproductions of the beautiful work of Thomas Moran, Woodward, Kruseman van Elten, Jules Tavernier, and the others who were then bringing home to Americans the beauty of their own country.

C. C. Stevenson was a man who served the University well. From 1874 to 1878 he was a member of the Board of Regents. With him duty was never divided; and the University was quite as much a part of his most personal interest as any feature of his work in the great mines and mills. A native of New York, he came to Virginia City in July, 1859,¹ when it consisted of a single tent and a brushwood saloon. By 1861 he had established himself in the new country in mining and milling; and for three sessions of the Legislature between 1867 and 1873 he was a member of the State Senate. At a later period he was Governor of Nevada, and again served as Regent between 1887 and 1889. Stevenson's interests on the Comstock became large and very important, but he found time for many other things. He was active in securing an appropriation of \$20,000 from the State for proper representation of its mineral resources at the Centennial Exhibition. He acted as chairman of the board and superintendent of the department, paying his own expenses and giving his services free of charge, finally returning to the state treasury \$1,000 as an unexpended balance of the appropriation.

Governor Stevenson was also greatly interested in agriculture, was president of the State Agricultural Society for a number of years, and was active in advancing the farming and stock-raising interests of Nevada. He was an excellent judge of cattle, particularly of dairy stock. Of the breeds then in use in America he preferred the Jersey cattle to any other, going so far as to bring into Nevada at his own expense animals of the finest blood. He was a man of forceful and commanding character without being overbearing. Many of the old-timers regarded him as a prince among men. No one will ever know on how many occasions he gave money freely from his own funds, even at a time when the decay of the Comstock had brought him financial embarrassment.

It is related of him that on a stormy evening in December he went to the home of a proud woman of a fine family whose possessions had been swept away in the general ruin of the mines of the Comstock; and, knowing her need, stood in the doorway, a picture of kindly strength outlined in the lamplight against the snow, and said: "Here, I'm going to help you," taking from his pocket a broad hand filled with gold.

With all his kindness, however, Governor Stevenson had little of the weakness that sometimes goes with it. He was absolutely intolerant of sham and the trifling ineffectiveness which so often fritters away the funds of State and Nation. As Regent of the University at Elko he was depressed by the feeling that the institution was not serving the State as a whole and that it gave no promise of developing into a state university in the Elko location.

¹Bancroft's Works, vol. XXV, p. 321.

In 1881 he had grown so impatient with the situation that, as a minority of the Board of Regents, he submitted a special report. With his usual fairness he stated that he cheerfully endorsed the statements of the other Regents concerning the ability of the Principal, W. C. Dovey, the course of studies, and the progress of the students. Yet he felt that it was his duty to tell the truth to the Legislature and not to gloss the situation over with words of fair seeming.

With his knowledge and experience in agriculture he could not approve of the effort that had been made to improve the alkali land around the building and to make a beautiful campus, where not even trees would grow. As a farmer he could hardly refrain from mentioning the fact that, after 3,000 loads of manure had been plowed into twelve and one-half acres of ground, the principal result was "a splendid crop of mushrooms."

Stevenson speaks of the death of the trees which had been set out around the grounds, concluding with the statement: "I am convinced that no trees will live any length of time in the soil of the University grounds. And I may here say that I found similar obstacles in the way of rearing trees in other parts of the town of Elko." Quoting the majority report, he says: "The growth of the institution has been steady, notwithstanding no pupil has come from the west." Then he offsets this statement by saying: "Does it not begin to appear, after nearly seven years trial, that the location was an unfortunate one for the more populous portion of the State?"²

To a second member of the little group of friends of the University the institution is greatly indebted. Like Senator Morrill, the founder of the federal land grant, Governor Adams was a native of Vermont, where he was born in 1835.³ He came to California as a youngster only 17 years old, and crossed the mountains to Nevada in the year of the Constitutional Convention. Like Governor Stevenson, he was actively engaged in mining and milling, and it is related of him that he took a personal delight in politics, enjoying greatly the excitement of the contest. Bancroft says of him, however, that he was "a keen active politician, yet a thoroughly clean, honest citizen." The same writer pays him an enviable tribute by saying: "In all matters of an economic nature, especially as a member of various boards having in charge the disbursement of the state funds, he looked exclusively to the best interests of the people, regarding their affairs as a sacred trust in his hands, and hence ignoring every distracting consideration of partisan feeling or personal affiliation. He served the State faithfully and with honor."

Like Governor Stevenson, Jewett Adams was a man of personal refinement, cultured tastes, and varied interests. He, too, was interested in Nevada agriculture, but perhaps more in sheep than in cattle. Through the firm of Adams & McGill he was instrumental in building up the sheep industry of eastern Nevada. The practical turn of his mind is shown in an appreciation of the value of the Nevada ranges, now depleted by overstocking, but then in a condition which he described in the statement: "The many nutritious grasses, notably the bunch-grass, which grow on the mountain side, afford an excellent pasturage for summer, while many varieties of sagebrush, which grow everywhere on the desert plains and rolling hills, especially the white sage, serve as excellent winter food, being considered by many far superior in strength and nutrition to any of the grasses. Except in Nevada, and other portions of the Great Basin, there is no other country where the grasses possess the property of curing themselves unaided by the assistance of man. Nor is there any other State in which, owing to the luxuriant growth of white sage, cattle can be wintered as cheaply as in Nevada."⁴

²Biennial Report (Minority) of the Board of Regents, 1879-1880.

³Bancroft's Works, vol. XXV, p. 321.

⁴First Biennial Message, 1885, pp. 15, 16

On March 7, 1885, Governor Adams made his name forever memorable in the annals of the State by approving a bill locating the University in Reno.

The history of this bill is of considerable interest. It was, of course, the



Governor C. C. Stevenson.

result of a long period of agitation by the press of western Nevada and others interested in placing the University where it could be effective. At least a part of the press had been friendly enough to the University to urge the Legislature to support it adequately, even in its Elko location. For example, through the columns of the *Reese River Reveille* (Austin), Alf Doten wrote, in 1883:

We hope the Legislature will deal with this school in such a manner that the Regents will be able to give it more of a state character. Of the three Regents, two are from the western part of the State, from which section not a



Governor Jewett W. Adams.

student has ever attended the Elko school. But to hamper them with small appropriations is to ask them to perform important duties and at the same time render them powerless to accomplish them.

We believe in economy as much as any one, and see its necessity; but we

believe in giving worthy institutions enough to support them decently, and particularly so in the present case, where not a dollar comes out of the State Treasury but from the lands given us by the United States on the sole condition that the University be sustained.

The editor of the *Territorial Enterprise*, Col. H. G. Shaw, took a more aggressive position, and in 1884 urged upon the Legislature the removal of the University to Carson City or Reno. A most interesting volume might be written on the history of the *Territorial Enterprise*. In the best days of Virginia City it had been one of the famous newspapers of the Pacific Coast. At this time, however, like the old Comstock Lode which it represented, the *Enterprise* was on the decline, though it was still probably the most influential newspaper in Nevada. In taking a strong stand for the removal of the University to the Capital, Colonel Shaw did the institution a lasting service. His arguments in favor of Carson City as a location were sound in his time; and nothing but the progress of later events showed that Reno was on the whole a better location.

Early in the session Colonel Shaw delivered an address before the Assembly Committee on Education in which he reviewed the history of the preparatory school at Elko, and urged the Legislature to pass measures to put into operation the federal laws by which the University had been endowed.

Later in the session Senator Poujade of Lincoln County introduced a bill, prepared by Colonel Shaw, providing for the removal of the institution to Carson City. A single vote prevented its passage through the Senate.

On the final day of the legislative session Assemblyman T. F. Laycock of Washoe County introduced a bill providing for the removal of the University to Reno. It was passed by the Assembly in Committee of the Whole by a vote of 30 to 9, passing the Senate on the same day by a vote of 12 to 6. This Act authorized the removal of the State University from Elko to Reno, stipulating that the Central Pacific Railroad should deed to the town of Elko the premises occupied by the University. The Act said: "The Board of Commissioners of Washoe County shall pay into the treasury of Elko County the sum of twenty thousand dollars, as required by law authorizing Washoe County to issue certain bonds for such purpose, and no removal of the University shall take place until such payment is made."

The law also made provision for the payment by Washoe County to the Board of Regents of five thousand dollars to be applied to the construction of university buildings, and for the purchase by the board of a tract of land of not less than ten acres for use as a campus. It also directed the board to construct buildings suitable for the preparatory department of the University, offering accommodations for at least one hundred pupils. A final section of the Act appropriated ten thousand dollars from the general fund, to purchase the site, construct, finish, and furnish the building. Thus the Act placed at the disposal of the Regents for this purpose a total sum of fifteen thousand dollars. Another Act, passed on the same day, authorized and directed the Board of County Commissioners of Washoe County to issue bonds to the amount of twenty-five thousand dollars, twenty thousand of which would be paid into the county treasury of Elko County, while the remaining five thousand dollars would be paid to the Regents of the University for use as part of a fund for buying a site and building suitable structures. In the Acts providing for this change of location Elko did not fare at all badly, for the Acts made Washoe County in effect a purchaser of real estate without becoming its owner, while Elko County received a gift of the land and the excellently constructed dormitory building, and had the brick school building returned to her with money enough to repay in full the cost of construction.

The two Acts were scarcely more than passed before it was asserted that in the haste with which they were drawn they had been so worded as to make them inoperative. One Act provided that the removal could not take place until Elko County was repaid by Washoe; the other, that Washoe County could not repay Elko until after the removal had taken place. An attempt was made immediately to persuade Governor Adams not to approve the bills. According to the *Reno Journal*, "The Carson *Appeal* of Sunday says: Early yesterday morning, the Governor [Jewett W. Adams] signed the bill removing the State University to Reno. General Clarke had the arguments and documents ready to show the Governor wherein there were four constitutional objections to the bill, but the Governor was up too early for him. The bill will not hold water for an instant before the Supreme Court, and if Reno wants the University it must go about it some other way."⁵

However, in spite of the leaky condition of these Acts and even the four constitutional objections, measures were taken immediately to begin the removal. Early in March, 1885, the Regents of the University (Messrs. Rand, Getchell, and Shaw) gave orders for the taking of inventories of all state property in the buildings at Elko.

Ex-Governor C. C. Stevenson, whose interest in the University was untiring, offered the "Pavilion" in Reno for classrooms and laboratories until a site could be chosen and a suitable college building erected. This "Pavilion" was a very large two-story wooden building which then stood in Reno nearly on the site now occupied by the City Hall. It had been erected in the early days of the town and had been used for many years for dances, as a skating rink during the craze for roller-skating, and as the place of exhibition for a great variety of produce and products during the State Fair. Thus the old building had become an important social center in Reno. At moderate expense it could have been transformed into classrooms; and if all seats, desks, and apparatus had been of a removable type there would have been little loss through its use. Owing to the very high ceilings, however, and to the immense size of the rooms, the problem of heating would have been a serious one. This offer is mentioned because it shows the energetic character of ex-Governor Stevenson and his desire to see the University get into the harness at the earliest possible moment.

Meanwhile, in Elko the work of the Preparatory Department was carried through its final term and no further official action was taken by the Regents or the Commissioners of Washoe County until early in the following June. On June 1 the Commissioners authorized the bond issue provided for by the law, and through the local papers the Regents asked the citizens of Reno to suggest suitable sites from ten to forty acres in area. Five tracts were offered, ranging in price between \$600 and \$5,000.

The Regents spent several days in examining the various sites, finally deciding upon a level piece of bench land owned by J. N. Evans—ten acres of unimproved land lying close to the Evans farm not far from the northern city limits of Reno. This ground was purchased June 11, 1885, at a contract price of \$125 per acre and a bond was taken by the Regents for the purchase within two years of an additional ten acres at a price not to exceed \$150 per acre.

Through the papers of the State the Regents then asked for the submission of plans for the construction of the first building of the University at a cost not to exceed \$20,000, and on July 6, 1885, the Regents accepted the plans submitted by a Reno architect, the late M. J. Curtis. The Regents actually had at their disposal about \$13,000. They asked for bids upon the construction of the building, only the first floor to be completed. They received four bids, each of \$13,000, from four Reno contractors who evidently thought much alike;

⁵*Nevada State Journal*, Reno, March 10, 1885.

but there was a fifth bid, that of Burke Brothers of Reno for \$12,700, and they were awarded the contract on July 21, 1885. M. J. Curtis was appointed supervising architect, and on August 2 ground was broken for the new building.

A little more than a month later, September 12, 1885, the corner-stone of the first building was laid in accordance with the beautiful and impressive ceremony of the Grand Lodge of Masons. The significance of the day seems to have been realized, for a special train from Virginia City and Carson City brought down nearly 100 people. The exercises of the Grand Lodge were held in the Masonic Hall, after which a procession was formed to march to the location on the hill which at that time lay well outside the limits of the town. A large number of the citizens of Reno had assembled on the grounds about the new building, and the exercises commenced at 1 p. m., upon the arrival of the little procession.

An account of the exercises published by the *Nevada State Journal* of September 13, 1885, mentions among the singers Miss Eva Quaiffe and Richard Jose. Miss Quaiffe was the instructor in music in Bishop Whittaker's School for Girls, and as organist and leader of the choir of the Episcopal Church had become greatly interested in the extraordinary voice of a young man who at that time was working in a blacksmith shop on Virginia Street. Youngsters of the town used to gather round the doorway, fascinated alike by the gleaming sparks flying from the red-hot iron and by the voice of the young blacksmith, who sang as he worked. That voice may still be heard singing the favorite old-time songs in the wonderful records of the phonograph.

The laying of a corner-stone by the Masonic Order is a solemn ceremony and one especially appropriate to such an occasion; for, centuries ago, at the time when the Order was formed, the Masons themselves worked in stone as the name implies, and one of the central principles of Masonry has been the noble concept of the cultivation of the mind and heart, which is the field of work of the University itself. The stone was laid by the Hon. M. A. Murphy, Grand Master of the Grand Lodge, F. & A. M. of Nevada. The Grand Orator, J. D. Hammond, spoke in a prophetic vein of the benefits which the University would confer upon its future students and through them upon the State where they would receive their education. The impressive exercises closed with a final hymn and a prayer by the Grand Chaplain, the Rev. G. R. Davis, and then the little crowd withdrew, inspired with a feeling that the founding of the University marked the beginning of a new day for education in Nevada.

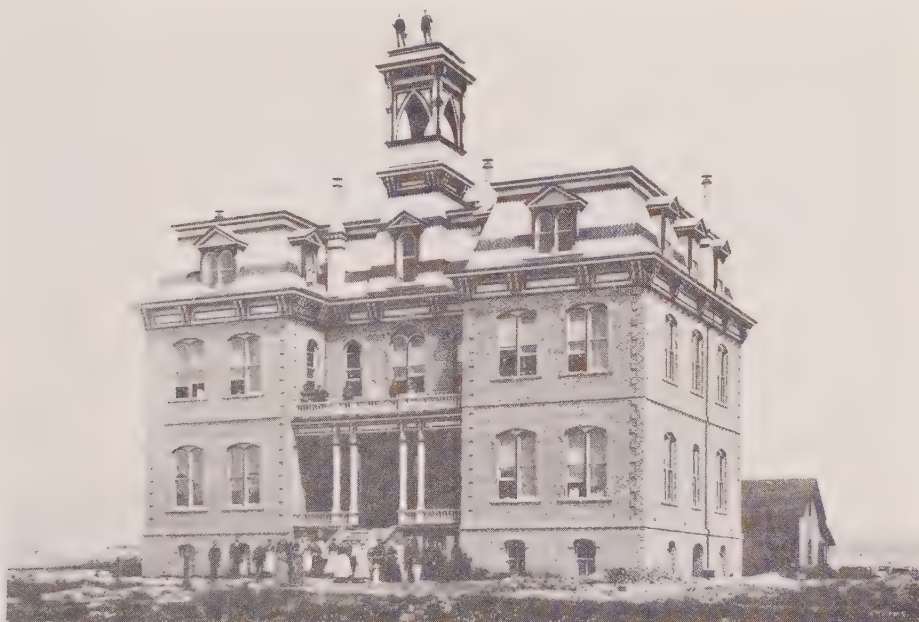
The progress of the building was somewhat delayed by strikes, although it was hoped that by the first of the following year it might be possible to open the doors to students. However, it was not until February 15 that the building was ready for occupancy and was accepted by the Board of Regents.

In view of the small amount of money which was at the disposal of the Regents, it seems at the present time remarkable that they succeeded so well in getting a serviceable building for the purposes of the institution. At the time of construction it was planned that, as the attendance increased and there was a demand for additional space, wings should be added on the east side and on the west. This first building was of brick, two stories high, with a mansard roof of wood forming a third story. A deep basement lighted by numerous windows formed part of the uncompleted portion of the plan.

The Board of Regents, J. H. Rand of Elko, H. G. Shaw of Virginia City, and L. W. Getchell of Austin, placed the State under lasting obligation by their careful and earnest work during this period, work which resulted in the choice of an exceedingly fine campus location for the University and in the construction of a building which is still in use after a long period of continuous service.

Great credit is due to the architect, the late M. J. Curtis, and to the contractors, Burke Brothers, for their thoroughly sound and solid work. Even after forty years of constant use there is not a shaky floor or a weak or sunken corner in the building.

The site chosen by the Regents could scarcely have been more fortunate. To the north of the valley of the Truckee at the point where Reno is located lies the Peavine range of mountains rising to an elevation of more than 8,000 feet above the sea, a noble range but bare of timber, and gray to the very summit with the sagebrush of the Nevada desert. The western end of this range is high, standing out in a bold mass with only a little valley marking it off from the great timbered ridge of the Sierra Nevada which forms the western rim of the Truckee Valley. The Peavine range slopes gradually down to the east into a lower range of hills whose southern flanks come closer to the town site of Reno. The lowest southern foothills of this range dip and flatten into



"The Main Building," later Morrill Hall, the First Building Erected on the University Campus.

bench lands within the northern limits of the town. Along the edge of these bench lands winds one of the older irrigation canals with which the valley itself is watered, the Orr Ditch; and just back of the old J. N. Evans Ranch this ditch curves around the hills, marking out the margin of a little promontory of ground higher than the ditch, but broad and nearly level. On this promontory, this peninsula marked out on three sides by the grassy banks of the canal, the University was located.

A more beautiful situation would be hard to find. In all directions the outlook is inspiring. To the west the great eastern flank of the Sierra, heavily wooded with pine and fir, forms the horizon from Peavine to the point where it is intersected by a higher wooded range standing boldly out to the east, the Rose Spur of the Sierra. The mountains of this spur are bolder and higher.

They lie only a few miles from the town and are seen from every part of the Campus and from almost every part of the valley, the great peak of Mount Rose, white with snow for three-quarters of the year rising over everything else. This peak, nearly 11,000 feet in height, has in more ways than one played an important part in the story of the University.

In our mountain-circled valley, where the silver Truckee flows
And our 'Varsity stands proudly 'neath the shadow of Mount Rose
In the land of the Sierras, where the western breeze blows free,
It is there we lift our voices, N. S. U., in song to thee.⁶

Between the Campus and the Rose Spur of the Sierra stretches the green valley cut through by the Truckee, once only a waste of sagebrush over which the emigrants of the '50s hunted antelope when they paused to rest their tired horses and oxen on the grass of the Truckee meadows. To the south and to the east the treeless Virginia range, the mountains of the Comstock Lode are seen across miles of fertile valley where the stacks of alfalfa hay and the trees and meadows speak of a farm life of fertile fields and broad green pastures, won from a sagebrush desert by the hard labor of the pioneers.

It is a panorama of mountain and valley, farm and desert, with Reno lying at the foot of the hill like a city in a forest; every house surrounded with great trees, every residence street an elm-lined avenue, with church spires jutting up through the green; a beautiful little city in wonderful surroundings.

But at the time when the site was chosen the margin of the city lay half a mile away from the hill, and between there were fields of alfalfa, and stretches of pasture and waste lands. There was no road to the location of the University; Center Street terminated at a point several blocks below the hill, and one of the first necessities was to build a road from the northern terminus to the university grounds.

Long before the building was completed, the Regents, inspired perhaps by the energy and enthusiasm of Governor Stevenson, perhaps by the general atmosphere of hope and encouragement, began to make most active preparations for the opening of the University.

One of the most expert metallurgists on the Comstock, Mr. Frank Fielding, was employed to give instruction in assaying and mineralogy, the beginning of a school of mines, which was destined ultimately through the beneficence of the wife and the son of one of the pioneers of the old Comstock to realize most nobly the hopes of the men of the Constitutional Convention and the first years of statehood. For the principalship of the Preparatory Department the Regents chose Orvis Ring, then the head of the Reno school system. Mr. Ring was known throughout the western part of the State as an able teacher and as a man whose personal influence over young men was of the highest character.

The wisdom and earnestness of the Regents could hardly have been shown to better advantage than in the choice of these two men; yet in both instances they met with final disappointment. The Consolidated Virginia Company refused to release Mr. Fielding from their employment; and, after giving some months of valuable time and earnest effort to the University, he returned his salary checks to the Regents as his personal gift to a good work. The Trustees of the Reno schools would not release Mr. Ring. Finding his work so appreciated by a thousand friends and neighbors, and urged to go on in the Reno schools, he gave up the new plans which were forming in his mind and went on with the work in which he had lived, and in whose direction he died as State

⁶"A Song to N. S. U."; Elizabeth Stubbs, published in "Nevada State University, 1874-1904," p. 144.

Superintendent of Public Instruction. Thus at the beginning the University lost the services of two men who stood so high in the hearts and minds of the people that they would have won the confident support of the whole State at a time when it was greatly needed.

Orvis Ring was State Superintendent of Public Instruction from 1891 to 1895, and again from 1899 to the time of his death in 1910. He was greatly interested in the work of the University. For many years he spent a considerable part of his small salary as Superintendent in paying the expenses of young men who could not otherwise have attended. "Mr. Ring's Boys" are now men, occupying honorable positions in the life and work of the State. In their daily lives they reflect the uprightness of the man who made their education possible.

Delays in the completion of the building made it necessary to defer the opening of the University until well along in the spring; but at last, on March 31, 1886, the doors of the institution were thrown open to students for instruction under a faculty of two men—J. W. McCammon, Principal of the Preparatory Department, a graduate of Ohio Wesleyan College; and A. H. Willis, a Princeton graduate, head of the department of assaying and mining engineering.

Two years of advanced high-school work were outlined as a "Preparatory Course," in two divisions, Scientific and Literary, the latter containing Greek, Latin, and Botany. The single year's work of the "University Course" comprised the following subjects:

SCIENTIFIC

Mineralogy, Assaying, Metallurgy, Ancient History, Trigonometry, Mechanical Drawing.

LITERARY

Latin (Virgil and Livy), Greek (Anabasis and Illiad), Botany, Chemistry, General History, and Astronomy.

Certainly the faculty of two members planned to set the students an example of industry!

A list of the pupils registered during the first seven months contains the names of 56 young men and women ranging in age from 14 to 21 years. Of these 41 came from the Truckee Valley, and 15 from the remainder of the State. All were from western Nevada, with the exception of two who came from Carlin, in Elko County.

There were young men of considerable promise as students in this group; several of them showed genuine enthusiasm in the work in assaying and mining engineering, making expeditions into the surrounding hills and showing an ability to apply everything they learned to the practical work of mining; an ability which has been the foundation of success and an outstanding characteristic in the young men who in later years have graduated from Nevada's School of Mines.

The first group of students who ever assembled on the Campus of the University were of much the same stuff as classes of the present day; and the following account of student activities, given in the 1919 *Artemisia* by C. A. Norcross, shows that they were not deficient in spirit, however much they might lack in numbers and organization:

Harking back to that historic beginning of the University of Nevada I recall that the lovely campus and quadrangle of today was then a sage-clad prominence crowned with one incompleted brick building and a combined woodshed and stable in the immediate rear. . . .

In those vernal days of which I speak, only the lower floor and basement were completed. The second and third floors presented an inviting wilderness of studding. . . .

In that first beginning, the faculty comprised two members, Professors McCammon and Willis. The college curriculum was limited to those subjects which they were prepared to teach. The former was scholastically inclined, so that we had much Latin and Greek. The latter was strong on mathematics, hence we were well grounded in that exact science. Here to be mentioned was Kendall, janitor and majordomo of buildings and grounds—an historic character! Himself and wife lived, or made the effort, in the basement. Their impedimenta included a yellow horse and a buckboard. I recall that astonishing morning after Hallowe'en when the campus was decorated with an imposing cage modeled after the last circus, within which was a most life-like zebra. In due time it was discovered to be Kendall's yellow horse, decorated with concentric stripes of brown paint. And on the ridge of the barn reposed the buckboard, twenty-odd feet in the air. I recall, also, the time and quantity of soap required by the Kendalls to remove the camouflage and the language which Kendall used and that some of us who were innocent were outrageously suspected. Lest we forget, and in the interest of tardy Truth, I am going to reveal the names of the culprits, trusting that time and remorse have shown them the error of their then very devious ways and that they have since reformed. I regret to say that one of the ringleaders was my own brother, Judge Frank Norcross, '91, and that associated with him in that iniquitous proceeding was Alec Kinkead, now an ostrich grower in South Africa; Fred Bristol, '91, the famous engineer who sleeps forever under the flowers of California; Henry Cutting, '91, the founder of Richmond, California; Nott Leete who, with his feet on the ground, is reputed to have lifted the buckboard in place; Walter Pearson (father of Jack Pearson, '16), who mixed the paint; "Spud" Murphy, now attorney for the V. & T. Railroad, and George Brodigan, now Secretary of State, who held the equine during the process of zebation.

The first literary society ever formed on the Campus was organized at this time; perhaps its name doomed it to early death, for it was called the Zetaganthean Literary Society. Meetings were held weekly under the direction of the faculty. It is interesting to learn that the students of this society listened to "lectures on astronomy—illustrated by the astronomical drawings of Trouvelot." They were trained, too, in the drama and presented "East Lynne" with such success that they cleared more than one hundred dollars.

AT THE THEATRE LAST NIGHT

The Representatives of the University Receive a Hearty Greeting.

The amateur performance of "East Lynne" by the University students last night, at the theatre, was most creditable, and was witnessed by the best and most intelligent of Reno citizens. It was the first time any of those who took part had appeared in the role of actors. It should be really a source of pride to the friends of the University, which is now represented by students from all parts of the State, to see the advancement made during the past year. It is seldom that professionals hold a full house as did the performers in "East Lynne" last night. Each player had mastered his part for which he was well fitted, and, were the fact not known, would have been considered schooled for the stage.

The costumes were appropriate and the dresses of the ladies were elegant, exhibiting the best of taste. Lady Isabel (Miss Ella L. Seaman) entered into

the spirit of the various ordeals through which she had to pass with artistic skill; and Barbara Hare (Miss Lillian Booton) was up to her character, and Miss Carlisle (Miss Fannie Douglass) acted the old maid to perfection; Joyce (Miss Ida Kline) and Wilson (Miss Effa Browne) were well-chosen servants; Archibald Carlisle (Charles A. Norcross) did well, excelling in the death scenes; Sir Francis Levison (James C. Doughty) was a success; Lord Mount Severn (Frank H. Norcross) played his part like a veteran; Richard Hard (Wm. A. Dauchey) made an excellent plowman; Justice Hare (Fred A. Bristol) made an excellent father to Barbara; Mr. Dill (Allen Kinkead) in voice and action was a favorite; Officer (Nott Leete), whose part was not prominent, was well played; Willie (Mabel Booton) was a happy choice and added greatly to the scene in which Madam Vine was so tried and divulged herself as his real mother. Professor McCammon is to be congratulated on his selections to represent the various parts of the play, and the success it attained. The crowded house and enthusiastic reception of the first University entertainment will be an incentive for the Professor to entertain, not only other Reno audiences, but those of adjoining towns in the future, and were "East Lynne" presented elsewhere as it was here last night, it would be received with the kindest favor.⁷

At this time Mr. Willis estimated that fully one hundred students left the State every year to receive their higher education in California; and in his report Principal McCammon states that, "Could more rooms be finished, the teaching force increased, and the courses of instruction extended, so that better accommodation could be provided for the student and greater inducement presented to him to enter the doors of the University, I think we would soon see a large increase in the attendance, and students who are now seeking tuition in other States would find appropriate classes in our own state institution."

We may compare the history of most of our western institutions to the attempt of a group of earnest people to climb an unknown peak of the Sierra under the guidance of men of some experience who are themselves not wholly familiar with the country over which they are traveling. Under such conditions mistakes will surely be made; and when the party pause to rest from time to time on some high slope, they will look back and see where mistakes were made in the course which they pursued. They will say as they look back: "We took the wrong direction down there and went down into that canyon where the brush was thick and the ground was rough. By keeping on the ridge we might have avoided many difficulties and might have come on much faster."

So in the history of the University as we look back from a vantage-point of later years it is easy to see where mistakes were made and efforts in another direction than the one pursued would have led to faster upward progress; but neither with the mountaineers nor with the University is there blame to be attached to the inevitable mistakes of inexperience. Probably at no time in the entire history of the institution was there ever a greater or more honest effort made than in the period of which we have been speaking. Still, in this first year two mistakes were made which were of some importance in their effect upon the early growth of the institution.

The first of these was a bitter opposition to the founding of a normal school in connection with the University. The Report of the Board of Regents for 1885-1886 voices a feeling toward the normal school which is hard to understand in the light of the distinguished service which this division of the University has given to Nevada through a period of nearly forty years. The report states (p. 15): "We observe that various schemes, most of them in our judgment

⁷Reno Evening Gazette, December 11, 1886.

crude in conception, and some of at least doubtful constitutionality, have already been proposed, which have for their object the improvement of the University. One measure proposes to establish a normal school. . . .” Again, in the report of A. H. Willis in the same pamphlet we find the following extraordinary statement: “No first-class university in the world has a normal-school attachment. This is the first time any one has ever attempted to masquerade a normal school in the character of a university.”

Now, in this matter the facts of the case were all against the position taken by the University. From the earliest days of statehood there had been a need and a demand for trained teachers and a normal school. The Constitutional Conventions of 1863 and 1864 took for granted the usefulness of such schools and without discussion had provided (Sec. 5): “The Legislature shall have power to establish normal schools, and such different grades of schools, from the primary department to the University, as, in their discretion, they may deem necessary. . . .”

The need of a normal school was felt throughout the State and was mentioned in successive reports of the Superintendent of Public Instruction. The report of Superintendent A. F. White for the school year 1865 (p. 12) says: “The want of an institution where teachers can be thoroughly instructed in all the duties of their profession . . . is beginning to be felt by many of the leading minds in our State. It is a growing necessity which should be met at an early day, and which, but for the limited means at command for such improvements, ought to receive immediate attention from the Legislature.”

In his report for the following year,⁸ Superintendent White quotes from a circular letter pertaining to agricultural colleges sent out by the Hon. Isaac Newton, Commissioner of the National Agricultural Department. In this letter the Commissioner presents a plan for a normal school, as a division of the agricultural college, to give to teachers professional skill in imparting knowledge. That the normal school thus provided for was planned as a coeducational institution is shown by Commissioner Newton’s statement: “N. B. If female teachers are to be received and instructed, there should be a model kitchen for the instruction of young ladies in the proper mode of preparing wholesome food, such as household bread; and *knowing*, not guessing, when things are sufficiently cooked; also, how to cook without the wasteful and unwholesome use of so much lard, and the advantage of boiling instead of frying constantly in grease, etc.” To this opinion from a national authority Mr. White adds his own, saying: “It is apparent we must soon provide for the mental discipline and proper training of our own teachers . . . we must have a State Normal School.”

The next State Superintendent, A. N. Fisher, in his Report for 1869–1870 (p. 16), states the need just as clearly, saying: “Few are to be found in this age who will contend that the Normal School is not essential to a complete system of public instruction. Most persons who essay to become educators, need to be taught how to teach.” In this report Mr. Fisher says that the establishment by California of the Normal School at San José will make it unnecessary for Nevada to establish a similar institution; but recommends that the State of Nevada make an appropriation to cover the cost of tuition of Nevada students at that institution.

Superintendent Fisher’s report for 1871–1872 contains similar recommendations, urging the Legislature to make a small appropriation to defray the

⁸First Biennial Report for the School Year ending August 31, 1866, p. 33.

expense of tuition of Nevada pupils at the San José Normal School. His report for the next two years placed eloquent emphasis on the importance of normal training for teachers in Nevada schools.⁹

However, another view of this matter is voiced by D. R. Sessions, then Superintendent of Public Instruction, in an article on the schools of Nevada written in 1880, in which he states that a normal school will not be desirable or expedient for a long time, saying: "Nevada could not supply material for such an institution in the way of pupils, even; and to embarrass the rudimentary schools by diverting any of the moneys intended for their maintenance to this purpose would be little less than suicidal to the foundation work of public school education in the State."¹⁰

The extreme view held by Superintendent Sessions seems to have been based largely on his own deep interest in the common schools and on a feeling that in a period of financial depression it would be unwise to attempt the organization of institutions of higher learning.

Within four years, however, we find the need of a normal school in Nevada again brought to the front by a new Superintendent. In his report of 1885 C. S. Young urges the Legislature to found a normal school, and speaks of the funds which have accumulated from the interest accounts of the university land grants. He also suggests that it would be wise to establish a normal school in western Nevada, while leaving the preparatory school of the University in its former location in Elko. The probable usefulness of such a school is covered by the statement: "With a training teacher of skill and reputation, with a course of study similar to that of the California Normal School, with the inducement held out to graduates of a life certificate to teach in any county of this State, there is not the shadow of a doubt but that such a school in one of the larger towns of western Nevada would be well attended. . . . This normal class should be one of the classes of the University, and under the present Board of Regents. Because western Nevada is more populous, it is urged that the attendance would be largely increased should the University be removed to some point in that part of the State. Yet, at best, in our State . . . a university is a luxury, while a normal class is a necessity. Besides, as at very many of our normal schools, if the class were located in one of our larger towns, the pupil teachers in attendance should spend a portion of each day in teaching, under direction, the classes of the public school, and the Normal School thus be made in part self-sustaining."¹¹

Apparently exasperated to find former recommendations unheeded, Superintendent Young in his report for 1885-1886 states the case with greater vigor, even urging that the State University, then recently removed to Reno, be replaced bodily by a Normal School. He says: "I would recommend that your honorable body (the Legislature) present a memorial to Congress, to the effect that the conditions be so changed that the proceeds from the sale of lands may be used for a Normal School instead of a University. There is at present in Nevada little demand for a University; there is an immediate and almost imperative demand for a Normal School. Our schools are sadly in need of normal-trained teachers; the people are beginning to demand such teaching talent. 'Sending East for teachers' is unpopular; the only other means at hand through which to get normal teachers is thus to educate our Nevada boys and girls to be teachers. The Thirteenth Legislature, if it would promote the cause

⁹Report of the Superintendent of Public Instruction, 1873-1874, pp. 6-7.

¹⁰History of the State of Nevada, Thompson & West, p. 223.

¹¹Biennial Report of the Superintendent of Public Instruction, 1883-1884, pp. 54-55.

of progressive education in Nevada, should take steps toward the establishment of a Normal School."

The long series of quotations covering a period of twenty years between the first legislative session and the opening of the University at Reno gives ample evidence of a need which was realized. In view of this strong demand it was a mistake on the part of the University to oppose the establishment of a normal school as one of its departments.

Another mistake of wholly different character was made by the Board of Regents in this same period, an attempt to raise the selling price of the lands given to the University under the first Morrill Act and the 72-Section Grant. The larger portion of all these lands had been sold. Of the 90,000-Acre Grant there remained unsold in 1886 less than 3,000 acres; of the 72-Section Grant, about 7,000 acres.

These lands were being purchased by those who wished to establish control over pieces of cattle-and-sheep range to the exclusion of the general public. The usual method at that time general throughout the West was to purchase those areas of range on which there was water; narrow strips of land along the few small streams which ran through the mountain country, where the sheep and cattle were pastured in the summer. Thus the purchase of the water, which the cattle and sheep must have or else perish, gave what was equivalent to ownership of all the open waterless country between the streams. A certain degree of mutual agreement among the stockmen was of course necessary to perfect even this simple method of control. Down below the mountains, where the streams flowed out from the canyons to waste themselves in the desert, land was reclaimed on which hay was raised to feed cattle and horses in the winter. Houses were built, and each became the home-ranch of one unit in the business of producing live stock.

The home-ranch was often practically valueless without the adjacent range. The land might be exceedingly fertile, the climate might be mild, and the growing season fairly long; all conditions might be favorable to the production of bush fruits, onions, potatoes, or other fairly high-priced crops, but for these products there was usually no possible market. Of course, small quantities might be marketed at some mining camp if there happened to be one within fairly easy reach, and if the haul over desert and mountain roads did not prove too difficult; but such local markets could not be depended upon, and they were very often inaccessible.

The risks of the livestock business were many. An unusually severe winter might almost sweep away the herds, leaving the animals frozen stiff in the snow; all the year long there was constant loss from the attacks of predatory animals; there were losses from disease and poisonous plants; losses from theft. Under such conditions it was impossible to do business unless the owner of the home-ranch established some measure of control of the adjacent range and was able to keep others off in some manner. This was twenty years before the formation of the forest reserves. The public land lay open to all; but the only possible outcome of open competition in grazing has been in Nevada just what it has always been in the West—the utter ruin of the grazing country through overstocking and grazing at the wrong time of year. Over these open grazing grounds the Federal Government, the real owner, exercised no shadow of control or supervision, leaving them open to all comers and equally open to prompt and almost irretrievable ruin.

These grazing lands should have been given over to the State of Nevada years ago, or else included in extensions of the forest reserves. Either course would have ended a situation where stockmen must establish control of the

range by inequitable methods within the law, or as an alternative destroy the grazing by uncontrolled competition.

As it was, the method of controlling range by holding the water was the only possible solution of a problem for whose extent and seriousness the Federal Government was directly responsible, and it was on this basis that the livestock industry of Nevada, second only in importance to the mining industry, had been developed.

Now the Act of 1862 donating lands for agricultural colleges (the first Morrill Act) provided, "whenever there are public lands in a State subject to sale at private entry at one dollar and twenty-five cents per acre, the quantity to which said State shall be entitled shall be selected from such lands within the limits of such State."

On March 12, 1885, the Nevada Legislature passed an Act which fixed a general price of \$1.25 per acre on agricultural and grazing lands; but stipulated that the Board of Regents shall have power to fix a price upon any of said lands not settled upon or applied for by individuals prior to the date of such price having been fixed.

Six months later, on September 12, 1885, the Regents set the price at \$2.50 on the remaining lands contiguous to water in the holdings of the University. This was construed by the stockmen as an attempt to take advantage of their necessities; and, under the peculiar conditions which forced them to purchase lands along the mountain streams, to extract from them double the usual price for government lands mentioned in the Act of Congress which made the grant.

The Regents acted from the best of motives and with a zeal for the interests of the University in every way commendable. Their action added nearly six thousand dollars to the federal endowment; but for the time it antagonized the producers of live stock, who were then as now the leading agricultural interest in the State. Early in February, 1886, finding that public sentiment did not support them, the Regents again set a price of \$1.25 per acre upon the remainder of the public lands at their disposal.

A new board was created by an Act of the Nevada Legislature, approved February 7, 1887. This Act named the Governor, the Secretary of State, and the Superintendent of Public Instruction as Regents to hold office until January 1, 1889; and provided that in the general election of the autumn of 1888 three should be elected—two to hold office for four years and one for two years.

Among the powers and duties of the Board of Regents specified by this Act, are the following:

"To prescribe the course of study, the time and standard of graduation and the commencement and duration of the terms, and the length of the vacations of the University.

"To appoint a President of the University, who shall have a diploma from some recognized college of learning of good standing, or some State Normal School, who has had at least five years of practical experience as an instructor; who is familiar with modern methods of imparting instruction generally approved in the United States, and who shall be indorsed as to moral character and qualifications as an instructor by the President and Faculty of three institutions of learning authorized by law to confer degrees.

"To require the President, under their direction, to establish and maintain training or model schools, and require the pupils of the University to teach and instruct classes therein."

The same Act specified that: "There shall be established in the State University a school for the instruction of teachers, at which shall be taught all branches of instruction which are taught in the common schools of this State.

There shall also be taught in said University chemistry, geology, and mineralogy, so far as they relate to the theory and practice of mining, agriculture, and the mechanic arts."

This law placed upon the new Board of Regents the difficult and somewhat unpleasant task of reorganizing the Faculty and the course of study in the University, in compliance with the demand of the people of the State for a Normal School which had been needed so greatly and for so long a period.

At this time only one floor of the building had been finished and made ready for use. In order that the building might be completed and the faculty reorganized in accordance with the Act of the Legislature, the Regents closed the school in March, 1887, and did not reopen it until the first Wednesday of the following September.

CHAPTER V

Brave and Earnest Effort — 1887 — 1890

THE history of collegiate work in the University of Nevada begins with the administration of its first President, Leroy D. Brown, A.M., Ph.D. He was chosen by the Board of Regents because of his success as an educator in Ohio, where he had taught for twenty years and had been honored by election to the office of Commissioner of Education.

When President Brown was invited to attempt the solution of the difficult educational problem presented by the situation in Nevada, he had for the time



President LeRoy D. Brown.

turned aside from his career as an educator and had gone into banking with the purpose in view of making more adequate provision for the needs of his family and for the education of his children. The news that he had been elected to the position in Nevada reached him while he was serving as cashier in an Ohio bank. The call was a challenge; the obvious difficulty of the problem was attractive; he was glad to get back to his own field of work, and to go to a region where conditions differed from anything to which he had ever been accustomed.

President Brown was a man of medium height and rather delicate appearance. His whole manner and bearing gave an impression of great nervous energy which he would gladly expend without limit upon any work in which he was engaged. He was greatly interested in military affairs, for he was himself

a veteran of the Civil War, and his own experience had given him a firm belief in the value of military drill in the physical training of young men. He realized also the great importance to the Nation of having at hand in case of war a force of men of military training upon whom the Nation could call for service as officers in the training of a citizen army.

President Brown was a man of genuine kindness and friendliness; yet his tendency to insist upon military formality in his relations with the students tended to rouse a little antagonism and perhaps to prevent their knowing him for the kind friend that he really wished to be. One of the most difficult aspects of his problem was the fact that, in spite of a fairly wide knowledge of America and the knowledge of men and motives which he had acquired in his teaching experience in Ohio and in the Civil War, he had only a poor foundation on which to build an understanding of a town like the Reno of 1887.

The problem of founding a university in such a town was indeed an extraordinary one. We read of the foundation of Dartmouth College in New Hampshire in a region where the first step was to cut down the trees and to clear the ground for the building.¹ Wild animals and hostile Indians lurked in the forest, but even at that it was probably as easy to found a college under these conditions as it was to keep students under discipline and to win their appreciation of the value of college work in western Nevada.

Reno was then a typical railroad town. Standing at the edge of the great forests of the Sierra Nevada, there lay to the west a region of lumber-camps and saw-mills, for the most part running actively all summer and closing down in the winter. All winter long Reno was filled with the lumberjacks from the timbered country, and miners, sheepherders, and cowboys; the rougher elements of the West drifted in; and the problem of policing the rather turbulent village was work for strong men.

It is hard now to realize the conditions governing life and work in those days. Every business block in Reno contained half a dozen or more saloons; some of them orderly places with great mahogany bars, brilliant mirrors and immaculate glassware; others, wretched dives where men were fleeced at the gambling-tables and the walls were adorned with bad pictures. Every taste was catered to in the rough characters who infested the town. Even at that, however, there was usually more of the hearty spirit of a drunken revel than of a morbid desire for alcohol; and more of overflowing animality than of depravity. The streets were unpaved, full of chuck-holes in summer and mud-holes in winter. In the business district ancient wooden awnings overhung the wooden sidewalks, shutting off the light from the stores; and one of the routine operations performed every summer on the sidewalk was the chopping away of knots with adzes, because the irregular projections tangled up too much the unsteady feet of sojourners in the town.

There were no electric lights, no telephones; and of course the horse was the only motive power for personal transportation. The newspapers were small and anything but wealthy; the type was set by hand and the press was run by a small stationary steam engine. On the Central Pacific the locomotives were small, and compared with the modern engines, they had very little power. The earning capacity of the railroad was low, the rails were light, and the roadbed in poor condition. In a severe winter it was not unusual to have the railroad blocked by snow for days or even weeks at a time. Naturally the interests of

¹"The pine logs were alike converted into the home and the dormitory. Wild beasts were as numerous as the domestic animals. The first houses were built of logs, and without stone, glass, or nails. All the rigors and sufferings of an early settlement touched alike the college and the village community." *Higher Education in America*, Thwing, p. 140.

the community were largely local, for the papers brought but little news of the outside world, and photography had not yet reached the point where half-tones were used freely by the press. For the most part the recreations of the people were primitive and often unsocial. Hunting and fishing were indulged in by a large section of the community. Once in a while a play or a minstrel show was given by some strolling company; but good performances were few and far between. The motion pictures were not yet invented. Dancing and occasional games of baseball afforded recreation for the young people. However, there was nothing which truly represented the community spirit or the desire for improvement shown today in the Chamber of Commerce, the Twentieth Century Club and other women's clubs, the Lions, Kiwanis, and Rotary



The City of Reno Looking South on Virginia Street from Third. Taken in 1882, three years before the University was established. (By courtesy of the Nevada Historical Society.)

organizations. This was the period of stump speeches, torchlight parades, rampant political oratory, and bitter partisanship.

Still there were forces at work in Reno which were destined before many years to make sweeping changes and improvements. Foremost among them all came the churches. The picture which we have drawn presents the town as little more than a frontier settlement, with the characteristics of a mining camp; but in reality it might just as truly be represented in a totally different light. In fact, it would be quite as accurate to say that Reno was a town of homes and schools and churches; it was indeed sometimes referred to as the "Athens of Nevada," partly in irony, partly in compliment.

The Reno High School under the principalship of Orvis Ring was doing substantial and worthy work. Surrounded by beautiful trees and gardens on

a knoll just outside the town, stood Bishop Whitaker's School for Girls, where a little group of devoted teachers were doing quite extraordinary work in the training of young women under the auspices of the Protestant Episcopal Church. The Catholic Church was scarcely less active in education; and in Mount Saint Mary's Academy they had established an institution whose influence is still felt in the lives of many pupils.

These two churches, which had played so admirable a part in keeping alive the spark of religion in the minds and hearts of the people in the mining camps of Nevada, were now training a portion of the young people of the State into ideals which were a beneficent influence in the community in later years. The evangelical churches, while less active in education, were making a most earnest struggle to keep before the community the ideals of the Christian religion.

Perhaps the one peculiar outstanding characteristic of Reno, as of the whole West, was its utter freedom of choice. A man went to church or went to the saloon very much as he happened to feel. The town offered a young man everything in good or evil; and he was left to choose. On the one hand, the teachers in the schools and whatever religious influence might have touched his life urged him to decency and sobriety. On the other, the spirit of good fellowship and the natural desire for excitement and adventure, with the universal custom of treating, enticed him toward alcohol and vice.

On the one side, Reno was a wild town of the old West, where pistols and knives were rather freely used and where around the gambling-tables the students might rub elbows with respected citizens or with the very dregs of humanity. On the other side, Reno was a town of high ideals, earnest work, and Christian fellowship. Under such conditions of individuality and freedom of choice, strong characters develop; men are then good because they believe in it, and not because the community holds them to righteous conduct; or they are bad because they let themselves go. Caught in a whirl of dissipation, they may emerge shaken and disgusted, turning from things of evil after trial; sometimes, however, seared for life with sullied imaginations and disease.

Moving among these extraordinary conditions, President Brown seemed at the outset a lost and pathetic figure. The refinement of his own nature showed itself in the expression of his face. He was courteous, affable, and desired to please; but it was hard for him to understand many of the people whom he met.

For his work, however, a foundation had been building in the schools of the State; and it is now a matter of far more than passing interest to glance back over the progress which the schools had made since the time in 1874 when the Preparatory Department was opened in Elko. The reports of the State Superintendents of Public Instruction through this period speak with pleasure and oftentimes with wonder of the attitude of the people towards their schools and of the progress continually made.

In 1874 there were only two high schools in the State, although some work of high-school grade was being given to advanced pupils in the common schools. By 1886, however, there were seven high schools and a considerable amount of advanced work was being given in others. The growth of the common schools is the outstanding feature of this ten-year period. From 106 in 1874 the number had increased to 200 in 1886; and the extraordinary interest of the people was shown in the willingness with which they taxed themselves for the support of the schools.

The report of Superintendent Sessions for the year 1881 is of great interest in this connection. He says: "Throughout the State I have found a deep interest manifested in the public schools. Since the report of my predecessor, two years ago, the times in Nevada have been getting worse and worse, but the people

have unflinchingly clung to their schools. The burden of their support has been hard to bear, but the sentiment prevails that our public schools must be maintained, and in many instances extraordinary sacrifices have been cheerfully made with this end in view."

The dry facts and figures in the Superintendent's report put on a garment of beauty and glow with the light of self-sacrifice when we realize the hard conditions in the State. Still it is only fair to say that even greater sacrifices



Virginia Street Looking South.

The old Pavilion in the background on the left. (Nevada Historical Society.)

were to be made in the near future when the successful work of the University brought home to the people some glimpses of what higher education would really mean. It is truly a matter of history that the founding of the University in Reno was one of the most important and significant steps ever taken by the State toward progress and the higher things of life.

Frankly, of course, the common schools and high schools of 1888 would suffer by comparison with those of the present day; but, after all, the teacher is the school, and there were then in the Nevada schools many teachers who sincerely respected their own work and were quite as sincerely respected by the community. Much hard substantial work was done by the children in the schools. The times were rude; in the lower grades severe corporal punishment was not uncommon; in arithmetic, spelling, penmanship, the drill was sound and thorough. In the high schools many a pupil did work and received training whose excellence and thoroughness could only be respected under our newer and more elastic standards.

Every interest of President Brown's trained mind and high character were at once absorbed in the unusual educational problems presented for his solution. He began his work in Reno in September, 1887. The building was not yet completed, and the only other member of the faculty was Miss Hannah Keziah Clapp of Carson City. By October fifty pupils had been enrolled.

The Regents had not left the choice of a faculty wholly to President Brown, but, almost simultaneously with his appointment, had chosen Miss Clapp as his assistant. There were many reasons for this choice. Miss Clapp's whole career in Nevada had been an extraordinary one. As a young woman she had crossed the plains with an emigrant train late in the '50s, and later used to tell with great amusement how a chief of one of the Indian tribes, taking a fancy to the spirited white girl, had approached the captain of the wagon-train and made



Miss Hannah K. Clapp.

him a handsome offer of ponies in exchange for her. Reaching Carson Valley early in the territorial period, Miss Clapp organized in 1861 a private school for boys and girls, the Sierra Seminary, where, with Miss E. C. Babcock, she taught for twenty-five years.

Miss Clapp was energetic and fearless to an extraordinary degree. It is told of her that when bids were asked for the construction of the iron fence enclosing the Capitol grounds in Carson City she made most careful estimates of the cost of construction, and submitted a bid which gave her the contract. It is not related that she made any considerable sum of money on the contract, but the fence itself showed every evidence of honest and thorough construction. Miss Clapp brought to Reno a matured mind and judgment and a kindly force of character which made her a power for good throughout all the early history of the University. President Brown's first problem was to choose a group of

assistants to head various departments of the University which he was planning. Apparently the Regents desired to have a hand in the matter, for, in August, 1887, they instructed President Brown to accompany Regent Dovey on a visit to California and "employ a teacher now in the San José Normal, at an increased salary over what is now paid her." The attempt was unsuccessful; and President Brown was permitted to nominate the heads of future departments. He had unusual success, for he secured a group of teachers of fine personality and rather outstanding ability. Professor Walter McNab Miller, a graduate of the Ohio State University, came to the University of Nevada in



Miss Kate Tupper.



Walter McNab Miller.

October, 1887, as Professor of Natural Science. Miller was young, alert, and enthusiastic. His mind was exceedingly keen and adaptable, and he had a sense of proportion which kept him from taking himself too seriously or insisting too far on his own point of view.

The Professor of Mining and Metallurgy chosen by President Brown was Robert D. Jackson, who had graduated from the University of California in 1882. After graduation, Professor Jackson had been employed in Mexico and in most of the mining camps of Nevada; he came to the University fresh from an active and varied field experience. Jackson was a natural leader, a delightful man of a restless, magnetic personality, something of a martinet in discipline, and yet beloved by all the students. He was the type of man whom soldiers on the field would follow to the death; and yet at times he seemed to let feeling and impulse take the place of judgment. Every student who took work under Jackson soon felt that he had found a new personal friend.

The third member of the first group of instructors was Miss Kate Tupper, the founder of the Nevada State Normal School. Miss Tupper was a graduate

of Oberlin College. She came to the University of Nevada from professional experience in the State of Oregon, where she had built up an enviable reputation in her field of work. She was a cousin of Kate Douglas Wiggin, and had herself published a number of poems. Her marvelous memory and her fine literary taste made it possible for her to hold the girls in her classes enthralled while she quoted page after page from the noblest works of English literature. In personality Miss Tupper was unusually sweet and charming; the lonesome girls from other towns, homesick in their new surroundings, came to her constantly for advice and sympathy, of which they were always sure.

Through the assistance of U. S. Senator Wm. M. Stewart of Nevada the Secretary of War was persuaded to detail an army officer to instruct the boys in drill and military tactics in the University. This was an extraordinary concession on the part of the Secretary, for at this time the only army officer



First Cadet Corps.

detailed for cadet service on the Coast was stationed at the University of California. Lieutenant Arthur C. Ducat of the 24th Infantry was detailed by the War Department and arrived in time to organize and to drill the first group of cadets late in the fall of 1888.

Lieutenant Ducat entered heartily into the life and work of the University and the town. He was dignified, tall, and fine-looking, an excellent officer. Moreover, he was a man of great social tact and charm, an unusually fine singer, and an accomplished linguist. At the suggestion of President Brown he was employed by the Board of Regents as Professor of Modern Languages; but he served the University in other ways, for he gave instruction in drawing and trained the girls in calisthenics. This was the first attempt at physical education for women. The girls marched about the Campus in true soldierly formation and in the open air went through exercises much like the setting-up exercises in the "school of the soldier" of the regular army.

The willingness and spirit with which they drilled must be considered

something of a tribute to the U. S. Military Academy at West Point, whose system of training seems to fit a man for almost any situation.

The first course of study prepared by President Brown and his new faculty is of more than passing interest. The plan was laid down in three major divisions—the School of Liberal Arts, which, by the way, was far stronger in science than in history or literature; the School of Agriculture; and the School of Mechanic Arts and Mining.

The course for the School of Liberal Arts was as follows: Freshman year—Geometry, advanced algebra, trigonometry, chemistry, Latin, and drawing. Precisely the same stiff dose of mathematics and science was to be administered to freshmen in the School of Agriculture and to those in Mechanic Arts and Mining, the only change being the substitution of French for Latin. In the sophomore year of the School of Liberal Arts it was planned that the student should receive instruction in surveying, astronomy, physics, geology, botany, and Latin. Those in Agriculture and Mining were assigned the same subjects, but with the substitution of chemistry for astronomy, and French for Latin. Probably the most peculiar feature of this course for these two years was the absence of instruction in English composition and literature. It may have been assumed that these subjects were taught sufficiently in the high schools. In the junior year of the School of Liberal Arts, however, a course in English literature was to be presented, together with courses in anatomy and physiology, Latin, and French or German. The junior year in Agriculture included chemistry, anatomy and physiology, practical and scientific agriculture. In Mining in the same year we find chemistry, assaying, geometry (descriptive and analytical), surveying, and mechanics. The senior years of three schools were as follows:

Liberal Arts—Psychology, history, zoology, Latin, and French or German, use of carpenters' tools.

Agriculture—Zoology and physiology, botany, horticulture, domestic animals, stock-breeding, use of carpenters' tools in the University shop.

Mechanic Arts and Mining—Metallurgy, lithology, mining (including a report on some mine), mechanics and use of carpenters' tools in the University shop.

It is a little hard to say now just why "the use of carpenters' tools in the University shop" was presented as a senior subject; but the probabilities are that the University possessed no shop, no carpenters' tools, and no instructor when the course was planned, and that this entry in the register for 1887–1888 represents a hope deferred.

It is easy to smile in a supercilious way at the outline of courses of study which we have presented. The character of the instructors, however, made the work something of a problem even for a strong student. Throughout the school there was a touch of the military spirit. The students were expected to salute the President and male members of the faculty when they met on the Campus. The direct order and prompt obedience were considered not unusual. As a result, some of the earliest graduates came out from courses which now appear almost as makeshifts with minds trained to hard and substantial work. The fact of the matter is that, in spite of all early deficiencies, the work of the University under President Brown and his little group of enthusiastic faculty members was thoroughly successful.

In the Normal School of this period there were trained some of the best teachers whom western Nevada had ever known; and from the School of Mines there went out within a few years young men who promptly made names for themselves and for the institution in mining regions scattered half-way across the globe.

During President Brown's administration there was founded by Act of Congress of March 2, 1887, the Nevada Agricultural Experiment Station, whose funds were destined for some years to play so important a part in the affairs of the University.

This Act—the Hatch Act—had in view a single purpose, which must here be explained in some detail in order to make clear certain important relationships. In fact, by way of explanation it is necessary to go back to the Morrill Act of 1862, which had provided for the founding of the agricultural and mechanical colleges. This Act had now been in force for more than twenty-five years. The attempt to teach agriculture in the land-grant colleges had brought



The Old Agricultural Experiment Station Building.

home most clearly to the teachers the fact that there was none too much agriculture for them to teach. There was a really lamentable deficiency in subject-matter for courses in this subject. Just enough experimental work had been done in England and Germany to open up widely the subjects of soil chemistry and fertilizers in relation to crop production. In the preparation of land for crops, in the feeding of domestic animals, in studies of the adaptation of crops to special conditions of soil and climate, progress enough had been made in America and in the older countries to make the possibilities of experimental work intensely interesting and promising. Experimental studies in the control of insect pests and plant diseases had developed possibilities of control scarcely dreamed of in an earlier period. Chemistry and all the biological sciences were taking on new meanings through their possible connections with agriculture. The agricultural world was standing just at the beginning of a period in which science was to prove its worth as it had never proven it before; to prove its worth and to gain a new respect in the eyes of men through its genuine service to the fundamental industry of human life.

It was with this in view that the Hatch Act was drawn. Its provisions were so worded that the Act was elastic and adaptable to all the varied agricultural conditions to be met with in the various States. The Act itself, however, made

inadequate provision for its own enforcement. In fact, it seems to have been assumed that the state universities would consider it so great a privilege to carry on experiments of this type under a subsidy from the general government that they would gladly guard and use the last dollar of the Hatch Fund for the purposes of the Act without any thought of diverting the funds to any other use. The acceptance by each State, solemnly pledging the State Government to this use of the fund, was looked upon more as a usual formality than as an agreement which would require strict enforcement from the outside.

As a matter of fact, however, in nearly all the smaller and newer agricultural colleges difficulties in the actual administration of this law arose from the first. There was a tendency in very many of these colleges to consider first of all the needs of the institution as a teaching organization, and, forgetting the deficiency of agricultural subject-matter, to divert the Hatch Fund directly or indirectly to purposes not in any sense contemplated in the Act.

This was the case in Nevada to such an extent that the experiment station funds were at the outset almost completely absorbed into the college work, largely as salaries of members of the faculty who were in part nominal heads of station departments.

For example, in his report of August 31, 1888, we find Professor Miller suggesting that his time is perhaps a little too completely filled up for comfort. He gives reports of his classes in elementary physiology, physical geography, botany, chemistry, physics, geometry, and trigonometry; and then, with no attempt at exaggeration, states that "First-class college work cannot be done under such a pressure of duties, which were yet further augmented by the labor involved in filling the offices of botanist and chemist of the Agricultural Experiment Station." He also states that "The Department, through the Agricultural Experiment Station, is now fairly well equipped for advanced work in chemistry (qualitative and quantitative analysis) by a limited number of students."

At the very beginning of experiment station work in Nevada, one great opportunity for such work was grasped by Professor Miller's keen and restless mind. In his first report as "Botanist, Chemist and Meteorologist of the Experiment Station," we find him telling of an expedition to the valleys of the Humboldt and Salmon Rivers. "This trip was taken not so much for the purpose of making a collection of plants as to give to the Botanist a first-hand knowledge of the more general features of the grazing regions of the State . . . the preliminary step to a very thorough investigation of . . . the principal cattle ranges of the State. The good that will result from an investigation of this kind is invaluable, but it must be understood that time and means for carrying on the work must be granted the officer in charge."²

Now the diversion of the Hatch Fund so largely from experimentation to instruction should not be judged too harshly in the light of the present day. The fact is that there was far more need of teaching than of research; for the Hatch Fund had come too early. It was granted alike to all the States, but it came to Nevada when her University was scarcely more than a name, and at a time when every energy and every source of income must be taxed to the limit to give instruction which would fairly represent the bare fundamentals of college courses.

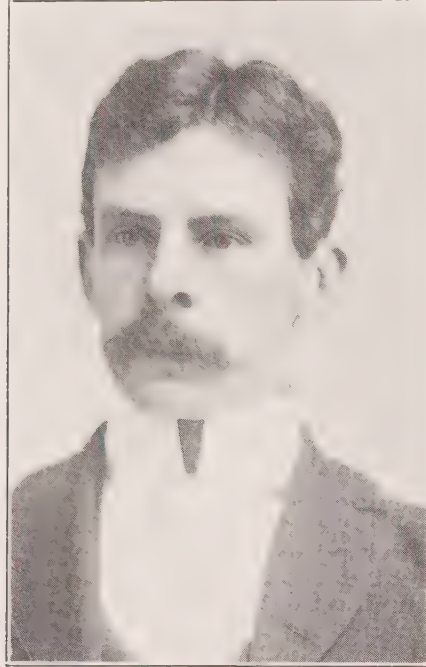
Toward the end of President Brown's administration two more members were added to the teaching force of the college through their appointment to positions on the staff of the Agricultural Experiment Station. Professor W. S.

²Annual Report of Nevada Agricultural Experiment Station, 1888.

Devol of Columbus, Ohio, was placed in charge of experimental work with field crops; and F. H. Hillman was made entomologist and botanist of the Station.

Through Professor Hillman, the influence of the Michigan Agricultural College first made itself felt directly in the University of Nevada. At the time of his appointment he was an assistant in zoology in the college from which he had graduated. He came to Nevada at the age of 26, full of nervous energy and enthusiasm, which deserved a better opportunity than any little college in the Far West could give him.

He was a man of great refinement, a talented violinist, of a sensitive, artistic temperament, which under other surroundings might well have expressed



F. H. Hillman.

itself in creative art. Like President Brown himself, Hillman found difficulty in understanding the people and conditions in Western Nevada, a fact which made it hard for him to come into an intimate contact with the students in his classes. However, all who studied under him gained new ideas of the meaning of precision in scientific work; and the few students who really came close to him were strongly influenced by his enthusiasm for botany and the study of insect life. He was at heart not a teacher but an investigator; and at a later period in the history of the University he played a pioneer part in giving it a name in the scientific world.

The autumn of the year 1889 witnessed the completion of the second building on the University Campus. This was the Experiment Station building which was erected to the northwest of Morrill Hall, then known as "The Main Building." It was a substantial brick structure of the same general type as Morrill Hall, two stories and a basement, with mansard roof. It was occupied immediately by laboratories in chemistry and the biological sciences, and played a very important part in all the early history of the University.

The difficulties under which the infant university was working could hardly be better illustrated than in the inventory of the entire equipment of instruments and apparatus listed on a single page by the ubiquitous Professor Miller in the Regent's report for 1887-1888. The entire laboratory equipment for teaching the subject of electricity consisted of "1 Holz machine (broken); 2 Leyden jars; 1 insulated ball and knob; 1 air condenser and spherical vessel; 1 glass-handled electrical discharger; 1 apparatus for showing the conductivity of metals; 1 electro-magnet, 1 zinc for Bunsen cell, and connections of brass." Curiously enough the old Holz machine, preserved in its broken condition for nearly twenty years, was finally brought out of its long retirement by



The Old Dormitory Building, Stewart Hall. (Photographed in 1920.)

Doctor Hartman, repaired, and put into use. It is now one of the treasured pieces of apparatus in the Department of Physics.

The year 1887 marks the beginning of many things, among them the very first college paper, the *University Monthly*, concerning which the *Gazette* of March 17, 1887, says: "The first issue of the *University Monthly*, a new publication of twenty-four pages, edited and managed by students of the State University, has made its appearance from the *Gazette* office, and is now on sale in the principal bookstores of Reno. Its business managers are W. H. Pearson, Nott Leete, and W. H. Dauchy. C. A. Norcross is editor-in-chief. He is assisted by the Misses Cora Manning and Gertrude Shoemaker and Messrs. Lewis Boardman and Frank Norcross. The number before us is ably edited, and typographically very neat. It certainly reflects credit upon all who put their shoulder to the wheel to make it a literary and financial success. The subscription price is only \$1 per year; single copies, 15 cents."

In 1888 the first appeal was made for outside aid in the form of an endowment. In his report to the Legislature of 1889 President Brown states: "With the proper encouragement the University will soon have two hundred students in attendance. Many of these will be young ladies not accustomed to life among

strangers. It is especially necessary for this class to be provided with boarding-places over which the faculty may have practical supervision. Such boarding-places cannot be easily secured outside of a building on the university grounds. We are losing students every term by the absence of such a building."

"After careful inquiry concerning the kind of building needed for a boarding-hall and the cost of the same, I am of the opinion that not less than \$20,000 will be required. It has occurred to me that, as college boarding-halls in many places have been erected by gifts of public-spirited citizens, some generous Nevadan could be found who would be willing to donate the necessary funds."

At the end of President Brown's brief administration, lasting through only two and one-half years, there had been established in the University the following divisions:

- I. *The School of Liberal Arts*, designed primarily as a preparatory training for those who planned to take up later a professional study of medicine, law, or journalism.
- II. *The School of Agriculture*, with a shorter course in agriculture in which the students were expected to spend but five months of the year for a period of four years.
- III. *The School of Mechanic Arts*, in which mechanical drawing was considered a fundamental subject.
- IV. *The School of Mining*, providing instruction in assaying, metallurgy, mineralogy, and mine surveying; also a post-graduate course in mining, leading to the degree of Mining Engineer.
- V. *The Business Department*, giving instruction in commercial arithmetic, book-keeping, and business law.
- VI. *The State Normal School*, with a training school of twenty-five pupils. This was a three-year course, giving a thorough review of the common-school subjects with instruction in methods of presenting them to pupils, together with instruction in botany and drawing, general history, rhetoric, bookkeeping, school law, "mental science," and other subjects. Every subject was presented in such a way that it carried with it instruction in methods of teaching.

It is well within the limits of fact to say that these courses form the foundation on which the whole structure of the University of today has been erected.

The outstanding qualities in President Brown's administration were his courage and his utter devotion to duty—courage because the conditions under which the work was done might well have discouraged any man. Think of taking the responsibility of helping to shape the lives and destinies of 143 young college people, as President Brown did in 1889, with equipment so utterly inadequate, one building on a barren campus, a cow corral on one side and a desert on the other! A meager handful of apparatus. No wonder that his son, writing twenty years later, should say: "Much teaching and the manipulation of the funds (and they were scanty) drew heavily upon the President's vitality. Of that first year my father said to me: 'I worked from sixteen to eighteen hours a day; I spent the nights in planning for the days that not a minute might be lost in getting under way . . .'. To my father these difficulties were a test of strength, in which he rejoiced, . . . and so at the close of the year he wrote to a friend: 'This has been the happiest and most useful year of my life.'"³

The resignation of President Leroy D. Brown on January 1, 1890, brought to an end a short but brilliant period in the history of the University; a good beginning on which we may well look back with pride as we do on a day's work done to the very limit of strength and understanding.

³Nevada State University, 1874-1904, Church, p. 62.

CHAPTER VI

Conservative Progress — 1890 — 1894

ON JANUARY 1, 1889, at the very beginning of the final year of President Brown's administration, a new Board of Regents, elected by the people under the state law of 1887 had come into office. The University's good friends, Governor C. C. Stevenson, Secretary of State John M. Dormer, and State Superintendent W. C. Dovey, were succeeded by three other men of prominence in the State. On the whole, they were probably not in a position to understand Nevada life and industries quite so completely as the preceding board; but they had no political obligations and were in a position to give the University more undivided time and thought.

The members of the new board were E. T. George, H. L. Fish, and Trenmor Coffin. The latter gentleman was an attorney of prominence in Ormsby County, self-educated in the law, but well trained in early manhood in the Normal School of Lebanon, Ohio. All three men were in a position to be of great service to the University; but the abrupt transition from the old board to the new had suddenly placed in charge a group of men unfamiliar with the problems which had been solved, with the difficulties which must be met, and with the progress in the face of obstacles which the institution had made under President Brown.

The retiring board had created the University. For years before its removal from Elko, Governor Stevenson had worked and planned to have a genuine university established in western Nevada. Regents and President alike had worked untiringly and in harmony for the good of the institution. Now, under the new régime the relations of President and Board of Regents, of President and faculty, and of faculty and students had to be defined and limited anew. The previous organization had been far from perfect, but very evident progress had been made in assigning to each group a proper share of initiative and responsibility, progress which was lost when the board was changed, for there was at that time no recognized tradition to follow. Even in its simplest form and at the very beginning, a state university rapidly becomes a complex and delicate mechanism; and no man, however good his business experience may have been or how wide his outlook may be on life in its complex relationships, is in a position to assume the duty of directing the affairs of a university without passing through a period of close study and observation.

It would appear that under the changed conditions some friction resulted; little else could have been expected. Like all men of intense conviction and nervous temperament, President Brown was impatient of restraint and not always sympathetic with the honest but short-sighted views of men less informed than himself.

A change in the presidency followed; and after a careful examination of the credentials of many candidates, Stephen A. Jones, who was then principal of the high school at Colorado Springs, was made President of the University of Nevada. Ordinarily, the Regents would probably have chosen a man from the faculty of another university; but Doctor Jones had a record which fully justified his appointment. Born in Maine in 1848, he was educated at Dartmouth College where he took his master's degree in 1875. After graduation he became Professor of Greek and Latin in Penn College, Iowa, subsequently studying for a year in the University of Munster, Germany. He attended

lectures at the University of Bonn from 1883 to 1885, and subsequently spent two years in the study of Greek and Latin texts. The University of Dartmouth in 1885 conferred upon him the degree of Doctor of Philosophy.

It is very evident that President Jones brought to the University of Nevada an unusually thorough training in a special field. Weak in administrative experience perhaps, his strength lay in a fund of common-sense and in



President Stephen A. Jones.

the scholarly thoroughness of his preparation. A member of the retiring board, W. C. Dovey, State Superintendent of Public Instruction, says in his report to the Legislature of 1891, "The election of Professor S. A. Jones to the presidency was fortunate. He is a gentleman of eminent scholarship, to which is added a fund of practical knowledge of college management, acquired during years of experience in the highest institutions of learning in both Europe and America."

President Jones brought with him to Reno his wife and two promising sons. Mrs. Jones was a woman of excellent education and of dignified yet kindly and gracious manner. She was at this time becoming known in America as a writer of thoughtful articles for magazines of the better class.

The administration of President Jones extended over four and one-half years—from January 6, 1890, to June 30, 1894—covering one of the worst periods of financial depression in American history; yet this interval was on the whole a time of steady progress and conservative growth in the University, a time when much was accomplished and much begun.

When President Jones began his work in Nevada, the "Dormitory Building," now Stewart Hall, was in process of completion. The "State Mining



A Biology Class Using the Compound Microscope.

Laboratory," now occupied by the Agricultural Experiment Station, was built in the first year of his presidency. And to these was added the first machine-shop, a substantial two-story wooden structure 24 by 60 feet, which was constructed, largely by the students themselves, in 1892.

Of greater importance than this substantial growth in the buildings of the University was its somewhat extraordinary improvement in equipment over the meager list reported by Professor Miller in the time of President Brown. In the minutes of the Board of Regents and in their reports, in the University Registers, and in the columns of the daily press, we learn of the purchase of thousands of dollars worth of apparatus, much of it imported from Europe and of the very highest type. The laboratories of the Agricultural Experiment Station now contained a great variety of apparatus and equipment, all of which was used for the instruction of classes in botany, entomology, chemistry, anatomy, and physiology. During this period Professor Miller purchased for the University instruments and apparatus of a character far beyond what

one would expect to find at that time in so small an institution. Much of the equipment purchased by him then is still in use in the Departments of Biology and Physics. Professor Miller foresaw the fact that through the years the heaviest expenditure made by the University would be for salaries, and that only a short-sighted policy would hamper teachers and investigators through the purchase of inferior apparatus.

At this time American manufacturers of optical equipment were turning out excellent instruments; and, in spite of the financial depression of the period, the University was equipped with a large number of compound microscopes, of moderate price but high quality, thoroughly well adapted to student use. It is hard for students of today to realize what a sudden and glorious extension of outlook and of knowledge these microscopes made possible. Some of the students were inclined to touch and handle these wonderful instruments almost with awe.

In the hands of Miller and Hillman they opened up a new world in the minute structure of plants and insects; and showed every drop of stagnant water teeming with highly organized strange and beautiful creatures.

In those days in academies and colleges astronomy was a favorite subject of instruction; and in the very first Report of the Board of Regents we read of lectures in astronomy given before the Zetaganthean Literary Society. This makes it seem remarkable that among the purchases of the period we find no reference to a telescope. Of course, for purposes of instruction the microscope means vastly more; but the telescope also opens up a wonder-world to students; and it is a pity that to the present day no equipment of this kind has ever been owned by the University. May we not look forward to the time when a small astronomical telescope in a suitable observatory building, modest in size but excellent in standard, will be mounted on the Campus?

The new equipment of the wood-working shop included important tools and machinery. The School of Mines had added a small stamp-mill, roasting furnaces for assaying, a balance-room with exceedingly accurate and expensive scales. We learn that the library had increased to more than 2,000 volumes, and that departmental libraries were growing in all the divisions of the school.

In the faculty, too, this had been a period of steady growth. The Register for 1889-1890 gives twelve names as members of the faculty, but the Register for 1893-1894 presents a faculty of twenty members, recording many changes which represent loss as well as gain. At the head of the list of faculty members we still find Miss Hannah Keziah Clapp, now listed as Preceptress and Librarian, and in charge of the classwork in history.

As Preceptress she controlled the destinies of the young ladies in the dormitory; who in their new quarters were far better provided for than were some of the boys who inhabited the rather dreary upper level of the old wooden mechanical building and also the third floor of the School of Mines up under the mansard roof. The fellows who lived there appear to have constituted a close corporation or fraternity to which newcomers were admitted only after suitable ceremonies, some of which are still remembered by the unhappy victims.

Student organizations in this period were only budding. The many outlets and safety valves for student energy now provided did not then exist, and the faculty had before them from time to time problems which required all the diplomacy and knowledge of human nature of which the Campus could boast.

Miss Tupper, the beloved head of the Normal School, had gone to other fields of work and had been succeeded by Mrs. Mary W. Emery, who was now beginning a career in Nevada which had a profound influence upon the schools

of the State. Mrs. Emery brought to her work in the University the wisdom and something of the disillusionment of maturity; but she brought also unusual professional skill growing out of long experience, and with it a power to inspire in young people a great desire to develop their own abilities to the utmost for the service of others. She had no illusions in regard to the conditions under which many of the girls would be required to teach in some of the rural schools; but she felt that the result of bringing trained teachers into the schools would be the enlightenment of the trustees and of the people. Better schools and better lives would follow. In this missionary spirit she lived and worked, seeing the



Mrs. Mary W. Emery.

facts as they were, but believing that her girls would make all things new for themselves and for the children.

To the list of faculty members had been added R. H. McDowell, who succeeded W. S. Devol as head of the division of crops and soils in the Experiment Station—a man destined to play little part in the experimental work, but as a teacher to demonstrate unheard-of possibilities in crop production and methods of farming to students who usually came to him thinking that they already knew all the possibilities of Nevada agriculture.

Robert Lewers had come to begin his long career of usefulness, ending only with his death in 1922. He was a son of Ross Lewers of Franktown, Nevada, and came of a family every member of which showed unusual and marked ability in varied mental lines. Moderate and fair in all his judgments, conciliatory in expression, he was a man greatly needed in the somewhat argumentative faculty meetings of those days. In his own field of shorthand and typewriting, book-keeping and business law in the Commercial Department of the University, the students soon came to look upon him as an expert.

To these must be added Richard Brown, later the Master of Lincoln Hall, but at this time Superintendent of the Mechanical Department. Bluff and burly in appearance, blunt and direct in speech, he was promptly adopted into the heart of the university family and beloved equally by faculty and students. Not a man of the old time but will tell you that "Dick" was a prince on earth, with a heart big enough to understand and to hold every boy who ever came upon the Campus. He had an expert personal knowledge of machinery; the report of the Board of Regents for 1892 tells how he and his boys constructed the wooden building which housed the machine-shop, and then looking with pride upon their own work wondered how they ever got along without it. We



Robert Lewers.



Richard Brown.

learn from the same report that the boys built a small steam-engine of the Corliss type and a model dynamo which would supply current for eight incandescent lamps. Both machines were practical working models, which were exhibited to all comers to the great credit of the school. The fact is that these practical demonstrations of usefulness in this department went a long way to win the confidence of the public and the assistance of the Legislature.

Another addition to the faculty of this time was Doctor J. Warne Phillips who had received his degree of Doctor of Science from Princeton in 1889 just before coming to Nevada, but only after a long period of study and professional experience. In Nevada Doctor Phillips had the opportunity and the responsibility of developing the Departments of Chemistry and Physics upon the foundation which had been laid by Professor Miller, the man who founded almost every scientific department on the Hill. Doctor Phillips was a large man, an athlete, a man of great social charm, and, with the prestige of his superior education, soon became something of a power in the faculty.

Another added name among the new faculty members was that of a Harvard

graduate, Thomas W. Cowgill, who came as Professor of English and History. Living a life of austere simplicity among his books, he was misunderstood by many of the students of that period, but was destined to have a lasting good effect upon the minds and character of scores of young men and women before ill-health forced his retirement from the faculty in 1899.

Two other new names appear upon the faculty roster in the time of President Jones—Nathaniel E. Wilson and Henry Thurtell. It would be hard to say which name means more to the old graduates. Wilson came as Chemist of the Experiment Station, but was promptly drawn into the midst of the teaching and committee work of the faculty. Young and immensely likeable, popular alike with students and townspeople, he became an influence for good in the whole State by bringing the University into contact with the people in a way which helped to make them feel that it was their own University to be developed and supported. Thurtell, Professor of Mathematics, a graduate of Michigan Agricultural College with the same class as Professor Hillman, won the respect of the students by his ability as a teacher and his knowledge of the subjects which he taught. He was a man of a kindly, attractive personality, wholly honest and fair in every dealing.

To these we must add James E. Church, who came to the University in 1892 as instructor in Latin and German. He was a graduate of the State University of Michigan at Ann Arbor; and from the beginning of his work in Nevada exercised an influence which stood for scholarship, an influence which he has not ceased to exert, but which has grown stronger through his period of more than thirty years of service.

One more name should be mentioned in the honored group who made up the first faculty of the University, that of Lieut. J. M. Neall, the Professor of Military Science and Tactics, who had succeeded Lieutenant Ducat. Neall was a small, straight, wiry man with an expression so keen in his bold black eyes that it overawed the average youngster from the sagebrush country and brought him into a frame of mind where obedience was more than easy. Neall was a man's man, a perfect type of army officer. Into the cadets he infused his own spirit, and every private, after hearing an order or two from the Commandant, had a feeling that the whole power of the Army would utterly annihilate the cadet who might dare to disobey or to fall short of immediate performance of military duty. And yet he was a quiet little man, on the best of terms with cadet officers, whom he treated almost as friends and companions; that is, if one puts a little due emphasis on "almost."

There could scarcely have been a better general influence in the school than that of Lieutenant Neall in the period under description. He was not simply an addition to the faculty; his department was not merely affiliated with the University. As a teacher he served as Professor of French and earlier of French and Mathematics. It was of the utmost value to the average unlicked cub of those days who came in as a gawky freshman to meet a man of a wholly new type quite different from anybody in the home county. Neall was the trained soldier, carrying with him less of the social graces of West Point than had Lieutenant Ducat, but surrounding himself with an atmosphere of military spirit which stood for precision, obedience and self-control, manliness and military spirit, qualities of unsurpassed value in such a student body as had assembled in the University of that period.

The skill and excellent judgment shown by President Brown in his choice of heads of departments was fully equaled by that of President Jones. The latter had in the most marked way the habit of mind of the scholar; but his judgment of men was for the most part unerring. During this period and for many years

afterward the faculty reflected the many-sided influence of the institutions from which they had come to Nevada. They were a cross-section of educational America from California, through Ohio and Michigan, to Harvard and to Princeton, and in the culture of the head of the group the University of Nevada



LIEUTENANT NEALL AND CADET OFFICERS

Left to Right: Standing—Fred Bristol, Charles Brown, Frank Norcross, Fred Stadtmuller. Seated—Fred Frey, Lieut. J. M. Neall, Henry Cutting, and Charles Magill.

felt directly the influence of the educational standards of the great universities of Germany.

Seven years earlier the University had been merely a good preparatory school, on the only finished floor of the first building. Two years earlier still it had been an alfalfa field in which men with picks and scrapers were breaking ground for a foundation which was to mean more for the State than that of any other building in its history, with the single exception of the Capitol Building at Carson City.

In 1891 the first class graduated from the University. The story of this first commencement was told so well by the *Reno Journal* of June 12, 1891, that we quote the account in full:

Last evening commencement exercises of the first graduates of the Liberal Arts Class of '91 were held. Standing room was scarce and seats at a premium in the [McKissick] Opera House. On the stage were the Regents of the State University, the faculty, Rev. Mr. Holmes, Hon. Francis G. Newlands, and the graduates—Fred A. Bristol, Henry C. Cutting, and Frank H. Norcross.



The Graduating Class of 1891—F. H. Norcross, Fred C. Bristol, and Henry Cutting.

Fredrick & Barlow's orchestra furnished the music, which was all that could be desired in that line, and our obliging Nasby furnished seats so long as there were any.

Mr. Bristol delivered an oration, subject, "Overtaught," which evinced research and study. Mr. Cutting, who is humorous as well as eloquent,

delivered an address on "Toadyism in America," which was true to the letter and worthy of Mark Twain in his best days. Mr. Norcross had for his subject "The Genesis of Socialism," which was scholarly and exhaustive, and one of which the best speakers might feel justly proud.

President S. A. Jones, by virtue of his position, conferred the degree of Bachelor of Arts on each of the graduates, and presented them with diplomas.

Rev. J. Fred Holmes, by invitation of President Jones, delivered the Commencement address. Mr. Holmes is a learned and experienced speaker, and his remarks were appropriate and highly appreciated.

The young B.A.s were presented with a wheelbarrow load of handsome bouquets, which were wheeled on to the platform by a colored youth improvised for the occasion by some burnt-cork artist.

The exercises throughout were interesting and instructive, and, though the time occupied exceeded two and one-half hours, the audience appeared anxious to have them continued longer, and reluctantly left the hall, as the students made it resound with the University yell.

The problem of organization within the faculty itself was soon up for solution. President Jones was not dominant in character; but carried the retiring spirit of the scholar almost to the point of diffidence. In the present day he would have become a scholarly research man, giving instruction to none but advanced students, or, perhaps, the head of an old and well-ordered institution of higher learning.

In the faculty meetings there was often sharp division of the whole body on questions of routine, perfectly capable of wasting the time of twenty men when they could far better have been settled by one. The faculty were individuals, not welded together by work or play into a team. The problem was to bring about an effective organization of a group of young men, each of whom felt that he knew perfectly well how the University ought to be run, but was unable to adopt or to accept another man's opinion without some loss of self-respect. The same thing is sometimes true of a football team where squads are feeling out an unfamiliar coach, especially one who is not aggressive.

The worst of it is that to crush initiative in faculty members is to ruin most of them. In many lines of work initiative is the most precious quality in a man; but, with the faculty just as with the students, the problem is to confine it to its proper channels. In this case the problem was the more difficult because of the unusual dominating quality of some of the men. The faculty therefore showed a tendency to break into cliques or divisions. Jackson, at the head of one group, voiced opinions which were adopted and followed by many. Miller was apt to oppose him and to carry with him the members of a group of followers.

Under such conditions the meeting became an amateur debating society, whose arguments were as futile as those of the students of the old Adelphi Literary Society, who spent at least one dismal evening arguing the question: "Which are the greater—the pleasures of hope or the pleasures of memory?"

There were members of the faculty under these extraordinary conditions who spent many a weary hour in faculty meetings feeling an ardent desire to bump together the heads of the combatants and make them be still.

And in the midst of these small faculty tempests which would develop like the "sand devils," those hot little whirlwinds on the Nevada desert, with meaningless fire and fury, were two figures of lasting interest then and later, Lewers and Thurtell, always seeking a happy ground for compromise on which the factions could meet without loss of bumptious self-respect. Then, too, there was Professor Cowgill, apt to break out with a view of his own and fight for it to the

bitter death, with the members of both the leading factions united against him, perhaps because they felt that Harvard views had no real right to exist out in a country of sagebrush and horned-toads.

To a melancholy cynic these discussions promised no progress; the trouble appeared to be that nobody thought for himself and that each man's view represented the experience he had gathered in Maine, Michigan, California, Princeton, Harvard, Germany, or wherever he might have studied. If Maine did it that way, well, wasn't that all right, and just as good as the foolish notions of Ohio or California? And yet, all the while, like young live stock locking horns in a corral, the members of the faculty through arguing together were developing each other's strength; and progress was made in organization and in courses of study, in the conditions of admission and graduation, in the government of the students, and in a dozen other directions. The resulting mass action, the decisions finally reached, seemed surprisingly good. At any given moment the situation usually looked as sad as it does in a Legislature in the middle of a session. The spectator wonders if they will ever do anything and how they get anything done. But there are committee reports amid all the wrangling, and bills are passed now and then. And when the resulting laws are compiled at long intervals they constitute a body of statutes of which the State may well be proud.

If the students in the early '90s had not yet worked out any body of campus traditions and were at sea in the matter of conventional ways in which to blow off the superfluous steam-pressure characteristic of their time in life, and if the faculty were not yet well organized and related in the work, the Regents equally well had not yet found themselves. The board of three who had called Doctor Jones to the presidency were succeeded within a year by a board of five which did not include the Hon. Trenmor Coffin, whose whole-hearted interest in the University had been so influential for good. He was, however, replaced by J. W. Haines of Genoa, who gave the University practical counsel and safe guidance for several years. To the board had been added Governor R. K. Colcord and Attorney-General James D. Torreyson, whom the law of 1891 had made *ex officio* University Regents.

The Regents began to set their own house in order and to define more clearly their relations to the University and its President, defining also with considerable precision the relations of faculty to President and of faculty to Regents. They required that all purchases be made by requisition signed by the President, and that all communications to the Board of Regents be made through the President's office. When Professor Jackson appealed from the judgment of the President, they upheld the latter in his decision.

These were steps in advance; but at the same time the board required the President to visit every class and department at least once each week and report to them his observations and findings. They probably felt that there was weakness in discipline, that there were strained relations here and there between faculty and President; and that this course would be the best remedy.

President Jones was a kindly man; he passed from one department to another, observing conditions and making notes of equipment and methods in his retentive memory. His own education was broad and thorough; he took an honest pride in good work, and was capable of knowing what was in progress even in technical departments in which he had little special training. As a result of this rule he gained a first-hand knowledge of the problems and personality of every faculty member, and soon knew the actual condition of every department of the University, taking nothing from hearsay, collecting no rumors based on jealousy or misdirected ambition, but learning for himself, and then informing the Regents.

An extraordinary incident, however, seems to have clouded somewhat the outlook for progress in harmony and coordination. The law of March 19, 1891, which had made the Governor and Attorney-General ex officio members of the Board of Regents, came under scrutiny, and the question of its constitutionality was raised. A test in the District Court led to an appeal to the Supreme Court of the State. The law was declared unconstitutional, and the ex officio connection of Governor and Attorney-General with the University was at an end. This, however, merely put these officers into a position to give to the University their disinterested service for the good of the State.

This was the second time in which the constitutionality of an Act affecting the University in an important way had been called in question. In the first instance the University had been somewhat in the position of the cheap automobile which will not run until it gets warm and cannot get warm until it runs.



President Jones at His Desk.

The University could not move from Elko until the money came from Washoe, and Washoe could not pay the money until the University was moved, a difficulty which the humorous mind of Governor Adams seems to have set aside as a little too small for a big man to notice.

In the faculty a further source of difficulty arose from the attitude of the Experiment Station men who were interested in Nevada agriculture and wished to help in its development.

The Federal Government had been patient in meeting the situation which arose from the diversion of the Hatch Fund to instruction in place of research in several of the newer States. Instead of modifying the law in such a way as to withhold the fund from States whose action did not conform with its provisions, a new law was passed by Congress, the second Morrill Act of August 30, 1890, granting to each State a sum of \$15,000 each year, the full amount of the Hatch Fund, for instruction, with an increase of a thousand dollars each year up to the time when the new fund should reach a yearly total of \$25,000. The

Hatch Fund, itself, was not affected by the new legislation. Thus the state universities were now put into a position where, without violence to a faculty organization built upon the funds of the experiment station, they could employ the Hatch Fund wholly for its own specific purposes. The wisdom and moderation of this action on the part of the Federal Government is certainly to be commended.

In Nevada, however, the second Morrill Act caused an increase in the faculty instead of a decrease in the burden of teaching borne by the station men. Under these conditions some of the station men grew a little disheartened; but one among them, F. H. Hillman, with characteristic ingenuity and spirit, began to develop a line of study and experiment which could be carried on in spite of the extent to which his time was absorbed in teaching.

These studies bore little relation to agricultural problems in Nevada; yet they were so helpful and of so much importance to agriculture the world over that they brought reputation to the worker and for the first time called attention to the University of Nevada as a place in which experimental work of a high order was in progress. It was at this time that Hillman began his studies of weed seeds, working out their distinguishing botanical characters, and devising means of identifying them under moderate magnification. To make these studies of permanent value it was necessary to illustrate the descriptions with drawings. To this he gave his whole energy, finding in the technical perfection and beauty of his drawings some outlet for his repressed artistic temperament.

The wonderful perfection of these illustrations won for the University its first recognition in the scientific world, at a time when American agriculture was awakening to the great importance of pure seed. They are today in use the world over.

There are still Nevada people who speak of the administration of President Stephen A. Jones as a period of little progress; but there is good reason for doubting whether, in the same length of time and at the same period, other American state universities made greater forward and upward strides. President Jones was a scholar, yet a practical man of affairs; something of a dreamer, yet not at all a visionary. His presidency was a period when strength was gathered, a period of conservative growth in the midst of hard times. The members of the faculty were finding themselves and learning to know each other; the student body was beginning to grow into group consciousness and to form college customs. In the town of Reno the first signs of civic spirit were visible. The Board of Regents was progressing in its understanding of the University and its relations to the State. Under these conditions the work which President Jones did for the University was of the highest value; it was work which could not have been done at all by a man less gifted with moderation and patient strength.

CHAPTER VII

The Foundation

ON APRIL 26, 1894, the Regents of the University elected to the presidency Doctor Joseph Edward Stubbs, whose inauguration on September 10 marked the beginning of a new period in the educational history of Nevada. In Doctor Stubbs the forces of home and school which were working for better conditions of life and higher standards of character found alike an inspiration and a leader.

The presidency of Doctor Stubbs lasted nearly twenty years, terminating only with his death on May 27, 1914. During this administration the University grew into its present form and took on the characteristics which now distinguish it. The story of these twenty years is a long one and of great interest; but to make it fully intelligible it is necessary to pass in review the social and educational conditions which existed in State and town, and to study in some detail the progress which the University had made in the seven years between 1887 and 1894.

In 1894 on the little plateau overlooking the green valley of the Truckee stood the first five buildings of the Campus. The sagebrush had been cleared away, the ground had been leveled and seeded to alfalfa, and a few lawns had been planted.

Almost in the center of the group of buildings stood the "Main Building," now Morrill Hall, the various floors of which had already been used for almost every conceivable college purpose. On the first floor the rooms to the right of the entrance were occupied by the Department of Physics and Chemistry; those to the left of the entrance by the President's office, back of which in the northwest corner of the building was the classroom for modern languages. On the second floor there were classrooms on the west side; and on the east, old Room 6, affectionately remembered by early graduates as the place of class meetings, debates, and literary societies. The upper floor housed the Commercial Department and the drafting-room. The basement was devoted to laboratories in chemistry and assaying.

Northwest of the Main Building stood another structure of brick, two stories and a basement, with mansard roof, the Dormitory Building, for which President Brown had worked so hard. Like the Main Building, the Dormitory, now Stewart Hall, served a great variety of purposes. Of these, not the least important in the eyes of the students were the dormitory for girls and the dining-hall. The dining-hall and kitchen were in the basement; the training school of the Normal Department, with the office of the Board of Regents, filled the first floor. The second floor was the dormitory; above this, up under the mansard roof, the whole floor was used as the assembly hall.

Out on the western edge of the Campus stood the State Mining Laboratory, a building now used by the Agricultural Experiment Station. Built with the same substantial plainness as the others, with much solidity and little ornament, it has stood unshaken through the years, perhaps because it was put up at a time when lumber was cheap, and mechanics and contractors alike took a personal pride in their work.

Northeast of the Main Building stood the second building erected on the Campus, the old Experiment Station. Like the others this was a substantial and well-arranged two-story brick building with mansard roof and cement-lined basement. Within a few years it was to be destroyed by fire; but even after

the fire the brick walls were roofed in, to house the School of Mines, and the building is still used for the Department of Physics.

Back of the Experiment Station stood the two-story wooden Mechanical Building equipped with lathes, drills, and planers for working in wood and iron; it was built very largely by the students themselves, under the direction of Richard Brown. It played a very important part in the early history of the University, but was completely destroyed by fire early in President Stubbs' administration.

On the Campus some progress had been made in the parking and improvement of the grounds. The old horse-shed which had been one of the prominent features of the Campus seven years before had now been worked over into the machine-shop. The "safety" bicycle had almost replaced both the old high wheel and the horse as a means of personal transportation for students; and now in front of the Main Building the racks to hold the students' bicycles were an important campus institution.

The University owned merely the little flat on which the buildings stood, with the parade ground at the rear. This had once been planted to alfalfa; but now the drilling of even a small body of cadets had trampled it down and out to a point where there was little or nothing left but a few projecting crowns which testified to the stubborn endurance of this remarkable forage plant. The irregular surface of the parade ground, and the projecting roots, helped to keep the drill from becoming too monotonously uniform.

In the open space in front of the buildings, grass plots had been planted, with little trees along the driveway. From the outset the trees had a hard time; the roots stopped growing when they reached a layer of hardpan which seemed to extend beneath the Campus; many of the trees still show the effect of stunting in these early years. To students and faculty of the present time the Campus of thirty years ago would seem almost inconceivably bare and bleak and small, just a bit of land, partly reclaimed from the desert. Still, only a little way to the west and on another hill the beautiful grounds of Bishop Whitaker's School for Girls with elms and poplars, flower beds and grass plots, formed a park whose green success promised great things for the future Campus of the University.

In 1892 a very important improvement had been made by the installation of electric lights. At that time the dynamos seemed to have a way of stopping for breath at intervals and then running on with an unbalanced roar; still, in the town and on the Campus alike, the new light was a great advance, reducing the fire hazard in spite of imperfect wiring, and giving power and more favorable conditions for study.

All of the little valley now occupied by the pond and the wonderful lawn below it, Manzanita Hall and its surroundings, Lincoln Hall and the ground back of it, still lay outside the university grounds, though plans were on foot for its purchase. These plans were made the more urgent by the fact that the entire hollow with the exception of two little ponds, was an ancient cow corral, whose occupants mooed lustily in the midst of recitations, a corral from which odors and flies and wind-borne débris helped to give the University the atmosphere of a genuine "cow college." From the region round about, moving peacefully and in defiance of estray laws, came cattle, horses, sheep, and even hogs at intervals, to assist in the clipping of the new-made lawns.

To the north the sagebrush grew in almost unbroken masses to the very summit of the low eastern hills of the Peavine Range. To the south, directly in front of the Campus, lay fields and pastures cut through with little irrigation ditches; while a straggling frontier of houses stretched out from the town toward the Evans Ranch and the University. The town had spread to west

and south over a fertile patch of alfalfa called Powning's Addition, after C. C. Powning, a man of unbounded faith in the future of Reno, who had been especially active in 1885 in an effort to have the University located here. Powning was also the promoter of the electric-light system, and he was the first man to plan a street railway in western Nevada; for in 1889 he secured a franchise for a line of horse-cars on the streets of Reno, a system which fortunately never grew beyond the franchise.

Of course, when they granted this franchise the Nevada Legislature of 1889 had not heard the Southern Pacific slogan, "Safety First," but they understood the principle; for the law provided: "SEC. 4. The cars upon said railroad shall be of the most approved construction for the comfort and convenience of passengers, and the delivery of freight, and shall be provided with sufficient brakes and other means of stopping the same when required; they shall be moved by horses or mules, and not otherwise, at a speed not exceeding eight miles an hour; and in case of a violation of this provision, the owners of said railroad shall be subject to a fine of not exceeding one hundred dollars for each offense."¹

We have said that the first people who came to Nevada in the days of the wild rush to "Washoe" were not settlers. They did not intend to stay. They meant to make a fortune and get out. On the very western edge of the State the great mines of the Comstock Lode had given a glorious beginning to Nevada history. There was not then the least reason for believing that these great ledges would ultimately prove to be the best in the State and in the world. Beyond stretched mountain and desert, as far as the eye could see. In all the enormous country in sight from Virginia City there must be many other such ledges, probably greater ones! And so, with vast hopes and longings, the people had caravanned out from Virginia City to Austin, White Pine, and the Humboldt, and the prospectors had trailed up every canyon and out across the desert.

In the course of time, however, many had turned away from mining, had taken up land where water could be diverted from some adjacent mountain canyon and had begun to make homes in the wilderness. In the earliest mining days the excellent local markets for hay and beef and vegetables caused the growth of farming settlements in the upper Carson Valley, a region which was to become one of the most beautiful and fertile in all the West. The valleys of Elko County, destined to support thousands of sheep and cattle, were being settled, and, by 1894, gave promise of becoming a region of permanent population and heavy agricultural production, vastly better for the State than the discovery of new mining camps.

The great difficulty with mining in Nevada has always been that until very recent years it meant nothing more than the creation of vast amounts of new capital to be invested elsewhere. In 1894 the fact that agriculture was making rapid progress meant great things for the future of the State and the University.

It meant that country schools would multiply and consolidate, that grammar schools in the town would grow to high schools, and that the prosperous ranchers in the outlying valleys would send their boys and girls through these high schools and then to the State University. The scattered population and the character of the industries which had been developed meant a high per-capita wealth. Immediately after the panic of 1893 the population of Reno increased, and within two years the town was again growing rapidly in spite of a cry of hard times. Nevada probably suffered less from the effects of the panic than almost any other State in the Union.

¹Statutes of Nevada, 1889.

In 1894 in the schools of Nevada the University had a far better foundation on which to build than in 1885. Already the demand for higher education had increased and become insistent.

Best of all, the University was now beginning to feel the effect of the work done by Miss Tupper and by Mrs. Emery in the State Normal School. The very first graduates went into the outlying districts with an enthusiasm and a hope for better things which they had gained from their work at the University. Moreover, they were prepared for the work which they planned to do. C. S. Young, the aggressive Superintendent of Public Instruction, had seen with perfect clearness how much a successful normal school would mean for Nevada; and the work of the first graduates had proven that he was right.

Within six years the normal graduates in the country schools had begun to awaken a new interest in the possibilities of these small ungraded schools; and the districts had begun to show rivalry in providing better schoolhouses and trained teachers and in thus giving the children a better opportunity. The University was now giving power to an upward movement which in the long run would make possible a far higher development in the University itself.

In 1884 there were 137 school districts in the entire State, 25 grammar schools and only 5 high schools; figures which show much progress over the standard of 1874 when there had been only 71 school districts, 12 grammar schools and 2 high schools. But between 1884 and 1894 there had been almost as great an improvement right through a period of grim economic conditions; for in '94 there were 204 school districts, 34 grammar schools, and 10 high schools; and the movement in favor of the best possible common-school and high-school education was going forward with renewed impetus under the influence of the University.

The girls went out into the country districts from the Normal School after brisk and inspiring reviews of the subjects which they were to teach and after receiving professional training as practice teachers. They had gained, too, a broader view of education, through the study of pedagogy and the history of education. The standard of the Normal School was high, and for some years the work had been effective. No wonder that at the time when Doctor Stubbs came to Reno the University stood on a far firmer foundation than it had only a few years earlier.

A foundation for all the future of the University was laid in the work of the first two presidents and the young and energetic faculty whom they had chosen so well. It used to be said that in seeking instructors the small state universities of the West had to choose between young men who had never accomplished anything and older men who never would. The University of Nevada had taken the former alternative, and, by choosing young men who promised to do something, had built a strong faculty. They, in turn, had worked with President and Regents on courses of study and on the primary divisions of the schools of instruction.

We have sketched the first course of study, drawn up in the time of President Brown, pathetic in its hopes and in its narrowness. Let us now glance for a few minutes at the schools and courses which Doctor Stubbs found already established when he took up his epoch-making work in Nevada in the autumn of 1894. The major divisions laid down by President Brown still existed; the University had a School of Liberal Arts, a School of Mines, the School of Agriculture and Mechanic Arts, the State Normal School, and the Commercial Department. Through substitutes and electives, special training was given to well-prepared students who were planning to undertake the study of medicine, dentistry, pharmacy, or the law.

In the School of Liberal Arts there had been marked progress between the years 1889 and 1894. In the freshman year, in 1894, the work presented had taken on a literary character appropriate to the purposes of the school. In 1889 the required subjects in the freshman year of this school had been chemistry, mechanical drawing, Latin, college algebra, and plane and solid geometry, but there were no English courses nor any in either French or German. The freshman in Liberal Arts in 1894 was required to take Latin, college algebra, plane and solid geometry, English composition and rhetoric, and was given a choice between French and German.

Even greater progress had been made in the sophomore year. In 1889 there were no electives for sophomores in Liberal Arts; the course required the study of geometry and trigonometry, chemistry, Latin, and geology. It is very evident that this course was shaped to fit the needs of students in the School of Mines and that the first two years were merely modified a little for Liberal Arts and Agriculture. In 1894, however, the sophomore year had taken on a wholly different character. Geometry, trigonometry, chemistry, and Latin were still required, but there was also a required course in English composition and the sophomore was permitted to choose between alternative courses in English literature, and could elect either French or German with an optional course in chemistry.

The junior year in Liberal Arts in 1889 was a compromise with the needs of the Schools of Agriculture and Mines, for the junior subjects presented were: "Land Surveying and Leveling, two terms; Botany, second and third terms; Anatomy and Physiology, three terms; Analytical Geometry, one term; Latin, second and third terms," a meager course, ill adapted to its purposes, but the best which the limitations of funds and faculty would permit.

In 1894, thanks to the increased federal appropriation and to better classrooms and laboratory facilities, it had become possible to shape the School of Liberal Arts definitely to fit its own cultural purposes. It is interesting to see that the subject of physics now appeared in the junior year in this school, and that the constitutional history of the United States was one of the required courses. As electives, juniors in Liberal Arts were given a choice between French and German; all the other subjects, Latin, physics, history, and English, were rigidly required.

In 1894 the School of Mines was well organized and the different subjects presented in the course bore a logical relation to one another. The required work in mathematics included algebra, geometry, and trigonometry, with descriptive geometry in the freshman and sophomore years. In the junior year analytical geometry was required, with land surveying and leveling; and the work in mathematics terminated in this year with the completion of calculus.

Courses in the study of chemistry ran through freshman and sophomore Mines; and physics was studied in the junior year. Practical mechanics in the freshman and sophomore years gave most important information and skill to men who expected later to handle the practical side of mining. Courses in mineralogy, metallurgy, and mine surveying, were given; with such work in the practical aspects of mining as could be presented in studies of ore deposits, explosives and excavation, prospecting, mine drainage, and ventilation. It is interesting to see that the value of English literature and composition was clearly recognized, and that courses in these subjects ran through every term of all four years of the School of Mines. Foreign languages, too, were required in the freshman and sophomore years, a choice being offered between French and German.

The School of Agriculture was evidently carefully planned, but the outline of the course in 1894 reflected the narrowness of the agricultural subject-matter

of the day, a time when the agricultural experiment stations of the country had not yet contributed the great body of subject-matter on which all modern agricultural college courses are founded. Neither the freshman nor the sophomore year contained any agricultural subjects. But a number of subjects were presented which might be given important agricultural bearings in the classroom. The work of these years included mathematics, English, history, practical mechanics, chemistry, botany, and animal biology. No foreign languages were required or offered.

In the junior year a course of lectures on agriculture and a brief course in economic entomology were the only subjects having a direct agricultural connection; while in the senior year a term in agricultural botany, one in horticulture, and one term each in meteorology, forestry, and veterinary science completed the agricultural subject-matter of the school.² Work in mathematics, English, mechanical drawing, political science, chemistry and physics, with geology, made up the bulk of the course in the junior and senior years. It is evident that this course was something of a compromise between a desire to conform to the law requiring the presentation of an agricultural course and the possibility of complying in an age where there was little exact information about agriculture to be had, and in a school where the available funds and the energies of the faculty were absorbed by the divisions of Liberal Arts and Mining.

The Normal School in 1894 was a substantial three-year course including much of the work given in the School of Liberal Arts. Graduates of accredited high schools were admitted to the Normal School without examination; others only upon examination which included a number of high-school subjects. Aside from the professional studies of the Normal School the subjects which received most emphasis were English, chemistry, physics, physiology, and geology. In addition to these schools and courses there was the Commercial School of two years which was founded by the Regents in 1887 in response to a public demand. In 1894 substantial work was presented in accounting, telegraphy, stenography, commercial arithmetic and penmanship; there were courses in carpentry for the young men; and, among the more advanced subjects, political science, commercial law, and a choice between French and German.

In every year, in all of the schools, work in English literature and composition was presented throughout the year.

The distribution of students in these courses in the year 1892-1893, the year preceding the presidency of Doctor Stubbs, is of considerable interest. In the School of Liberal Arts there were four seniors, three juniors, eleven sophomores, and twenty freshmen. In the School of Mines there were two post-graduates, two seniors, and five in each of the other classes. The School of Agriculture and Mechanic Arts had neither seniors or juniors, but there was one lone sophomore to maintain the dignity of the course against four freshmen. There were eight third-year normals, fifteen in the second year, and seventeen in the first. The Commercial School claimed forty-four students and there was an unclassified list of thirty-eight.

In summary, the attendance for 1892-1893 was as follows:

School of Liberal Arts.....	38
School of Mines.....	19
School of Agriculture and Mechanic Arts.....	5
Normal School.....	40
Commercial School.....	44
Special Students.....	38

184

²The school year at this time was divided into three terms.

To teach these students there was a faculty of sixteen members, representing in training and professional experience fourteen American colleges and universities and three German universities.

The funds which supported the University in this biennium were as follows:

The State Appropriation for 1892 and 1893	\$25,000.00
The Agricultural and Mechanical College Fund (Second Morrill Act)....	37,000.00
The Federal Hatch Fund (intended for agricultural experimentation but used by the University in part for instruction)	50,000.00
	<hr/> \$92,000.00

Apparently the entire state appropriation was made from accumulated interest upon the bonds of the irreducible fund created by the federal grant of 90,000 acres and the subsequent grant of seventy-two sections, together with interest upon deferred payments for lands included in these grants. Thus, in each of these two years the University was able to expend the sum of \$46,000 for supplies and equipment, labor, maintenance of buildings and grounds, and the salaries of faculty members. This is equivalent to an untaxed income of 4 per cent upon \$1,150,000.

Thus Doctor Stubbs came to western Nevada to take charge of a young university with great possibilities, a school with a student body approaching two hundred, with a strong faculty, and with schools and courses of study firmly founded, on lines which have largely endured to the present day.

CHAPTER VIII

Building on the Foundation — 1894 – 1904

A FIRM FOUNDATION had been laid by the work of Regents, President, and Faculty in the first two administrations. In the autumn of 1894, when Doctor Stubbs came to the University the courses of study in Mining, Liberal Arts, and



Dr. Joseph Edward Stubbs.

(From a photograph taken in 1898.)

General Science were substantial college courses. Even where the work overlapped a little the legitimate field of the high schools, as in Latin and Mathematics, the instruction in the University under Church and Thurtell was of such characteristic difficulty and thoroughness that, while the subject-matter belonged

to the secondary school, the method of presentation gave it the disciplinary value of work of true college grade. From classes in plane geometry under Professor Thurtell the student gained a conception of logical relationships of value throughout life; from the study of the Latin grammar under Doctor Church, an insight into grammatical relationships, a training of memory and a new power of analysis. Both men were strong teachers, impressing upon untrained young minds the excellent worth of study and achievement. Still, it is evident that one of the problems confronting the University was the accurate adjustment of its field of work to that of the preparatory schools, the high schools of the State.

The State Normal School then admitted pupils from the ninth grade of the public schools and the Commercial Course from the eighth grade. In this way the University lured away from the Reno High School pupils who might otherwise have graduated. Moreover, the distinction between work of college grade and that of the normal and commercial schools was by no means clear in the public mind. If a man were asked where his son had gone to school he would reply: "To the University, taking the business course," without realizing that this course belonged in reality to the high school and that there was a great difference between its work and that of the college.

The presence of these noncollegiate courses had at first some tendency to hamper the development of the high schools, the necessary foundation for the collegiate work of the University.

Low admission requirements, or higher requirements not enforced, led pupils to leave the high schools of the adjacent towns and enter the University with one or more conditions which were often made up without difficulty. Then, too, they had a tendency to cause the best graduates of the high schools of western Nevada to cross the mountains to the more advanced schools of California.

Thus one of the hardest problems in the great group of difficult problems which confronted Doctor Stubbs was that of advancing the admission requirements as rapidly as possible, an advance which would make the University a most powerful force for the upbuilding of a complete system of high schools in the State.

From the very beginning of his administration it was evident that in Doctor Stubbs there had come a new force to the University and to the State. A thousand details gave evidence of his tact and of his energy; later he was to show an unbelievable patience and self-restraint as he faced unjust attacks. At this time, however, his distinguished reputation and his training gave him a prestige of the utmost assistance. Coming from a distinguished Ohio family, Doctor Stubbs had in early manhood given evidence of outstanding ability. For six years he had been City Superintendent of Schools in Ashland, Ohio; later for eight years President of Baldwin University at Berea, Ohio. He came to Nevada in his forty-fifth year, with clear and vigorous intellect, matured judgment, and an experience which fitted him to be what he soon became, a power for education felt throughout the whole school system of the State from the University down to the last ungraded country school.

The work which he was to do for the State made memorable the evening of his inauguration, September 10, 1894, when, in the old McKissick Opera House in Reno, he met the people of the town for the first time. Boldly and without hesitation, meeting the people face to face, he gave himself to their service. His inaugural address made a deep impression upon an audience accustomed to hearing orators of more than local distinction. At the climax, with uplifted hand and ringing voice, he pledged himself utterly to the work which he was

undertaking, with an emotion which left his auditors shrinking a little as when a man in an outburst of religious earnestness has uncovered his very soul.

The needs of the young university were many, and the means at hand were small. Without the loss of a day or an hour, Doctor Stubbs turned to the work of enlarging the Campus, providing needed buildings, and bringing the scholastic work up to a genuine college standard. This was the hardest but the most interesting problem of all. After a rapid survey of conditions, it seemed evident that the only solution of the problem lay in establishing a preparatory department, a university high school which would fit pupils from the country districts to enter the freshman class. This would make it possible to advance the entrance requirements and to build up the collegiate work of the University.

In many respects this was the most important feature of the progress made by the University in the eight-year period between 1894 and 1902. The Campus was enlarged, new buildings were erected, new names appeared on the list of faculty members, replacing some of the cherished names of the earlier days; but, amid all other changes and all other forms of progress, the significant work of raising the scholastic standard went steadily forward. To describe the advance in detail would scarcely be desirable; but it is fair to say that by 1903 the State University had been brought up to the generally accepted collegiate standard of the day.

In 1895 Doctor Stubbs established the Preparatory Department. Immediately one of the dangers of such a department became evident. At the outset it attracted an extraordinary group of young men, too old for the town high schools, and perhaps a bit spoiled in the making. Some of them appeared to have loafed around small mining camps for years, humbly learning all that the experienced elders of the community could teach them. For nearly a year they added to the life of the Campus a touch of wild and highly infectious originality. The following incident told by one of the "Old Grads" will serve to illustrate this transient phase of student activity:

"In the eastern half of the basement of the 'Main Building,' Morrill Hall, in the autumn of 1895, a study hall for boys was fitted up where they could sit in comfort around a huge table in a well-lighted room with a great old-fashioned stove, whose comfortable glow on a winter day would put one into a mood for study. But one day, finding the chairs growing decrepit, all the boys perched in a row along the edge of the great study table. Then, swinging in unison from side to side, they set up an extraordinary rhythmical motion not contemplated by any maker of tables. The motion grew more vigorous, the table resisted stoutly, creaked and groaned like a ship in a storm, and then suddenly and utterly collapsed, throwing 'students' sprawling in every direction. Then, as the room seemed chilly, the boys broke up the chairs and stuffed them into the stove. The wind was blowing vigorously, there was a fine draft, soon the stove was red hot. The sweltering crew most loyally manned the furnace and fed the fire with furniture until the whole stove and pipe were red to the ceiling. Then they discovered that the building itself was blazing above the stove. There was a mad rush for buckets; and the fire was soon controlled after the narrowest escape the Main Building ever had.

"The next Roster of Students published in the University Register failed to show the names of these enthusiastic gentlemen; and a great peace descended upon the Campus."

In the following year the Preparatory Department had become the orderly and excellent three-year University High School.

Year by year the entrance requirements were stiffened. The change was made gradually and in a way which kept the University constantly in touch

with the grammar grades of the country schools while constantly encouraging the founding of new high schools in the larger towns. The fact that entrance to the University could not be secured without the full three-year preparatory course and that students less fully prepared must spend some years in the University High School, encouraged the founding of new high schools in the State, at the same time improving the standing of the University. This helped to attract graduates of the best Nevada high schools; though as long as the Preparatory Department was maintained it helped to give a juvenile tone and appearance to the Campus, and thus perhaps tended to cause a loss of desirable pupils.

The actual advance in the collegiate standard made in this period is not to be measured solely by the change in entrance requirements or by the more advanced character of the work; still, a comparison of the course of study for 1894 with that of 1902 is of considerable interest, for it will show how the work of the freshman year had ceased to overlap the field of work of the high school. It will be well to pause for a minute and make this comparison.

In the University Register for 1894-1895 in the School of Liberal Arts we find college algebra in the freshman year and a review of plane geometry given as a preparation for the advanced plane geometry, solid and spherical geometry, trigonometry, and descriptive geometry of the sophomore year. In 1902, however, we find plane geometry given in the University High School and solid geometry and trigonometry in the freshman class. Spherical and descriptive geometry were no longer required in this school.

A far greater advance had been made in Latin, then a required subject. In 1894 Latin grammar was a freshman course; but in 1903 three years of Latin were given in the high school; and this made it possible to begin with Vergil's *Æneid* in the University. Though not perhaps so readily defined, there had been a corresponding advance in the work in English composition and literature.

In the interval between 1894 and 1902 a greater change and one of equal importance had been made in the electives offered in the School of Liberal Arts in the junior and senior years. In 1894 the junior could choose between French and German and between physics and history. In the senior year the choice lay between alternative Latin courses and between biology and history. In 1902, however, at least fourteen hours of electives might be chosen from subjects offered in any school, but with the approval of a faculty committee. Perhaps a more important change made during this interval was the growth of the School of Liberal Arts of 1894 into the College of Arts and Science of 1902, a college in two divisions, liberal arts and applied science.

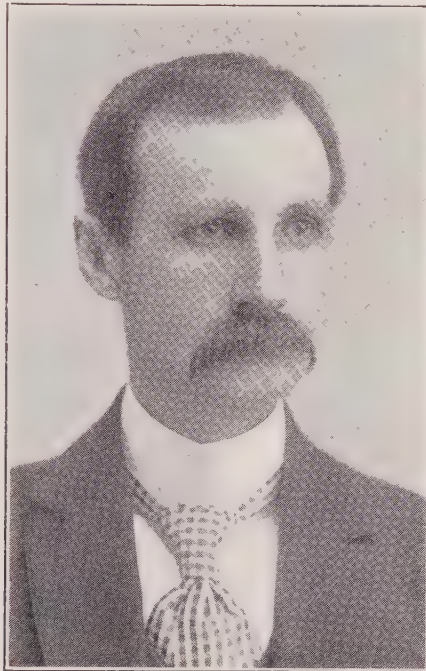
Still, it must not be inferred from anything that has been said that the School of Liberal Arts of 1894 did not present a strong and substantial course of study. While the subject-matter of the work in Latin belonged fairly to the high school, the character of the teaching was such that the discipline was quite as valuable as it would have been with more advanced subject-matter. In fact college students of the present day, looking back upon the work done by others thirty years ago, should not fall into the error of underestimating the cultural value of the courses presented. Whatever was lacking in breadth was made up for in definiteness. One of the Alumni of that period says: "The intellectual bill of fare spread by the college was simple; the dishes were well cooked and their nutritive values were fully understood. My memory seems to tell me that the portions were at least ample; and that we were expected to chew them long and well."

In 1894 in the School of Mines entrance requirements were perhaps more rigid than those of the School of Liberal Arts; and between 1894 and 1902 there

was less change in the course prescribed. In the eight-year period there was a year's advance in mathematics permitting the addition of a year in physics. In 1902 better preparation had made it possible to give all the English courses in the freshman and sophomore years, permitting the addition of Spanish to the senior year. A more important change, however, was the expansion in these eight years of the single School of Mines into a College of Engineering in three divisions—the School of Mines, the School of Civil Engineering, and the School of Mechanical Engineering.

We may safely take the progress made in the courses discussed as typical of a general advance, reserving the discussion of the School of Agriculture to a later period.

Within the eight years the work of the Colleges had been defined, separated sharply from that of the high school and greatly expanded, the Commercial



T. W. Cowgill.

School had been classed as a branch of the high school specializing in the commercial subjects; the Normal School likewise had been given a status suitable to the special character of its subject-matter and its definitely useful purpose.

Most important progress had been made meanwhile in the faculty. From the beginning of this administration, members of the faculty had been drawn into closer relation with one another. With a better arrangement of hours and schedules it had been found possible for each faculty member to present additional courses; they had acquired skill and confidence as teachers; and their work in the classroom had become more skilful. With some of them, the shift and change in subject-matter in the earlier years had been a broad education to the teacher as well as to the pupil.

Again and again the faculty had shown that the greatness of a school does not lie in its size nor in its equipment, but in the spirit in which the work of the faculty is done and in the response of the students. A school is merely a place

where a true teacher meets and leads responsive pupils, be it a tent, a barracks, a log house, or a great modern college with buildings impressive in architecture and speaking of the glory and the permanence of educational ideals.

This period between 1894 and 1902 when the University was making steady progress toward higher standards was a time of change and reorganization in the faculty. In the list of faculty members for 1903 many of the familiar names are absent. Miller, McDowell, Hillman, Jackson, Phillips, Miss Clapp are gone. Cowgill, slowly dying, is enrolled now as Professor Emeritus; all the missing names are those of teachers who had given great service in the hardest formative period of the University's whole career.

To the graduates of this period the absence of two names, R. D. Jackson, the founder of the School of Mines, and Doctor J. Warne Phillips, head of the



Dr. J. Warne Phillips.



Robert D. Jackson.

Department of Chemistry and Physics, speaks of an unfortunate affair which in 1900 threatened to disrupt the University and left a feeling of sorrow and bitterness in the Alumni which only time could erase. For these resignations Doctor Stubbs was most severely and unjustly blamed. The affair was in many ways a turning-point in the history of the University, assuming importance in the light of its ultimate effect upon growth and organization. For this reason the facts are again passed in review, even at the risk of awakening in the hearts of some of the older Alumni part of the old-time anger and regret.

Suffice it to say that a patient study of the records of the University and of the newspapers of the time will only emphasize the fact that in the whole history of the University no man's eminent ability and service to the institution had ever been more fully recognized than that of Professor Jackson. Up to the time of his resignation he was given every privilege and an extraordinary freedom of action. A young and restless man, classroom and laboratory afforded

only an insufficient outlet for Professor Jackson's overflowing energy and enthusiasm. In the long summer vacations and in the numerous holidays of the college year he developed mining and milling activities of his own in which all his savings and probably a considerable amount of borrowed capital were involved.

The enthusiasm and impulsiveness of which we have spoken in an earlier chapter led him to undertake far more than one man could properly care for; and in 1898 his private business interests had grown to the point where they demanded so much of his time and attention that frequent leaves of absence were asked for and granted. In 1899 he petitioned the Board of Regents for a longer leave of absence from the University and presented his resignation as an alternative. It would appear that Doctor Stubbs handled this delicate situation with characteristic tact and kindness, refusing to accept the resignation



Henry Thurtell.

and working out with Professor Jackson a plan which would permit him to divide his time between his private interests and the work of the School of Mines.

The arrangement proved fairly satisfactory; and Doctor Stubbs, in an effort to save the situation, went beyond the sanction of the Board of Regents.

The crisis was precipitated by quite another matter. Early in 1899 Doctor Stubbs planned to be away from the University in attendance upon the annual meeting of the National Education Association, permission having been obtained from the Board of Regents. Professor Henry Thurtell was chosen as Acting President in the absence of Doctor Stubbs. Now, because of prior appointment upon the faculty, Professor Jackson felt that he had been intentionally affronted in the choice of the Acting President, and submitted a resignation which was this time accepted by the Regents. In view of the involved condition of Professor Jackson's affairs and his prolonged absences from the University, and in view

of the fact that the School of Mines should normally require a man's full time, the action of the Regents in this appointment should have caused no comment. Professor Jackson, however, was deeply hurt, and submitted his resignation.

Without waiting fully to ascertain the facts, Doctor J. Warne Phillips withdrew from his classes, and his connection with the University was severed.

Never in the whole history of the University was a man more completely trusted and loved by the students than was Professor Jackson. They championed his cause and marched through the town in a procession of protest. The opinion of the local papers was divided; but one of them had on its staff a brilliant and erratic writer who took up the cudgels for the two faculty members and presented the situation in a light which made it appear that injustice had been done, and that the action of the Board of Regents had been dictated by small and malicious motives.

This was the first student outbreak of a serious character in the history of the University. The issue was well defined; it was simply a question of who should rule the institution, Regents and President or the students and the daily papers.

The chairman of the board was J. N. Evans, a pioneer of Nevada and California, a kindly and thoughtful man who stood high in the respect of the community. In the old days of Indian warfare he had been known as an utterly fearless fighter. President and Regents stood firm. The two faculty members were not reinstated and their places were promptly filled. A principle which was sharply defined at this time was that each member of the faculty should be expected to give his undivided time and attention to the work of the University. The student body had not yet found themselves nor realized their actual relation to the State, but, upon his return from the East, Doctor Stubbs defined the underlying principles of the case with great force and clearness in an address before the general assembly which was in itself a turning-point in the history of faculty and student body.

Professor Jackson was replaced as head of the School of Mines by Charles P. Brown, a promising young man who had for some time given instruction in mathematics and in metallurgy. Mr. Brown possessed qualities which gave every reason for assuming that he would become a strong and successful teacher; and that he would work effectively and harmoniously with the other members of the faculty. He died of typhoid fever within a few months after his appointment, and it became necessary to seek a man who could fairly be expected to carry on for a long period of years the work which Jackson had done so eminently well. To the surprise of faculty and students alike, George J. Young of the University of California was chosen to head the most important school of applied science in the University. Young had been acting as an assistant to the head of the School of Mines in the University of California, from which institution he had graduated in 1899, being appointed in 1900 without any such field experience as had made Jackson early in his life a well-known man in many of the camps of Mexico, California, and Nevada. In contrast with Jackson, Professor Young's personality gave little promise of the success which he was to achieve in Nevada.

Blunt in speech, lacking the grace and charm of manner which had distinguished Professor Jackson, with little tact in the handling of men, he worked from the outset under a handicap. In an astonishingly short time, however, it began to be evident to both students and faculty that here was a man who knew his subject and could teach it.

In his dealings with the students he was as inflexible as Professor Cowgill, but he was quick to recognize ability and to encourage it. The criticism which had followed his appointment died out early and in a few years he had become

established in the minds of the student body as one of the strong men of the faculty. He had won his place by honest effort, by holding rigidly and justly to a high standard of work and professional training, and by devoting his entire time and energy to the work of his department.

As early as 1902, it was coming to be recognized that the School of Mines was doing better work than ever. The graduates were equipped with knowledge and professional skill which fitted them to compete successfully with men from any other American university.

In the period of eight years of which we have been writing, the faculty of the University had grown from twenty members to total of thirty-five. New influences had come to the shaping of the work. The Harvard influence, which



George J. Young.

had been so strong in Professor Cowgill, was now represented in the Department of Biology by Peter Frandsen, an alumnus of Nevada and later of Harvard, where his work had already attracted attention, leading to his appointment as an assistant in zoology in Harvard and Radcliffe. Frandsen had returned to the University of Nevada with a clear understanding of the difficulties and with an exceedingly patient and able mind, developed under the honorable tradition of Harvard scholarship. He was destined to become one of the conservative shaping forces of the University and to exert an influence which has grown stronger as the years have passed.

The Harvard influence was again represented in the Department of English; for, as a successor to Professor Cowgill, the Regents had called to the University of Nevada Doctor Lysander W. Cushman who had added to his Harvard B.A. of 1886 the degree of Ph.D. from Göttingen, Germany, in 1900.

The influence of the growing strength of the University of California was now represented in Nevada in the Departments of Geology and Mineralogy by

Doctor George D. Louderback, whose degree of Ph.D. had been granted by the University of California in 1899.

Stanford University was represented on the Nevada Faculty by Miss Laura de Laguna, who was destined to exert over her classes in the Romance languages the influence of personal charm and high ideals for more than twenty years.

Cornell University and the University of Toronto were both represented by Doctor P. B. Kennedy, Professor of Botany and Horticulture, who, after receiving his doctor's degree from Cornell in 1899, had spent a year in Washington, D. C., in the employ of the United States Department of Agriculture.

The State College of Kentucky had given to the University two names, to one of which the title of Governor of the State of Nevada was later to be



Peter Frandsen, Professor of Biology.

added; for in the years 1899 and 1902 there came to Nevada as Professor and Assistant Professor of Mechanical Engineering, George F. Blessing and James G. Scrugham.

West Point was again represented by a man capable of becoming a leading spirit in the University, Capt. Charles P. Boyd of the Tenth Cavalry.

Still another influence, this time from the University of Wisconsin, had come to the University of Nevada in the professorships of sociology and agriculture, held by Romanzo Adams and Gordon H. True, both of whom were to play their part in Nevada in the development of most important departments. True was destined to leave an influence upon the agriculture of the State which will be felt for years to come.

On the whole it is evident that Doctor Stubbs had assembled in the University a faculty thoroughly trained and giving unusual promise of success and good influence.

The influence of the German universities was strong. At an earlier period it had been represented in Nevada by President Jones, who considered the German system an ideal toward which the American schools should work. In one of his earliest addresses in Reno, President Jones explained to his audience in full detail the German system of higher education. Doctor Stubbs never

seemed to take the German system so seriously as did President Jones, although he had himself spent two years in the study of philosophy and literature in the University of Berlin. It appeared to be his tendency to select and to use in a practical way whatever ideas or methods seemed best adapted to a given concrete situation. Professor Church, too, had taken his doctor's degree in the University of Munich. Curiously enough, while the work done by Doctor Church in Germany was largely in language and literature, he came under the influence of the scientific spirit of inquiry probably stronger then in Germany than anywhere else in the world. This contact with German science was like seed in a fertile soil, needing only time to germinate and then bear fruit many years later in what was probably the most widely useful piece of research the University of Nevada has ever yet produced.

Now in the earlier days there had been some ardent conflicts in faculty meetings between the ideas and ideals of men variously educated in a considerable number of institutions. Possibly foreseeing a repetition of this difficulty Doctor Stubbs began the organization of the faculty into standing committees whose action and reports would save time and effort.

The first group of standing committees published in any University Register appears on page 6 of the eighth Annual Register, the first to be compiled under the direction of Doctor Stubbs. There were ten committees, among them being quite usual ones such as those on discipline, athletics, and library. In addition, there were standing committees on military instruction and university extension. The latter committee was particularly significant, for it spoke of the beginning of a consistent effort to extend the influence of the University far and wide over the entire State.

Throughout the eight years under discussion there was a steady improvement in the organization of the faculty. The Register for 1902 gives the names of fourteen standing committees interlocking and coordinated in such a way that almost every faculty member participated in the work. In fact, the grouping was such that there would have been very little difficulty in taking a further step to the dean system. The arrangement then in existence, however, made no provision for a Vice-President; and there were no Deans of the chief divisions of the University, the title being used only in connection with the "Vice-Chairman," Dean Henry Thurtell.

The advances made in the course of study are reflected to some extent in the committee organization; for among the committees of 1902 and 1903 we find one on classification, one on the admission and accrediting of schools, another on theses and courses of study, and still another in charge of the difficult field of records and schedules. The increase in university publications was reflected in the existence of two committees, one covering library and publications, the other acting as an editorial board. The committee organization was such that it put the most responsible and difficult work in the hands of the strongest men.

The growth of systematic organization in the faculty was paralleled to a degree in the official organization representing the State. The Honorary Board of Visitors, which had been created by the state law of 1895, was encouraged to offer advice to the Board of Regents; and every opportunity was given to the Visitors to familiarize themselves with details of the University's life and work. It is interesting to find on the Board of Visitors for 1902 the names of two men who had taught in the Preparatory School at Elko, the Hon. E. S. Farrington, one of the strong teachers of the Elko period, and the Hon. J. E. Gignoux, who had organized the first work in mining and mineralogy at Elko.

The Alumni Association, too, was organized in detail with its Executive Committee and Committee of Cooperation. Throughout the University, in fact,

there was evidence of forethought and careful planning in the organization of the divisions and in the relationships established among them.

It was very interesting, however, to see how Doctor Stubbs secured coordination without repressing initiative. He was, in fact, ready to shape the organization to fit the men, taking into consideration their training, their likes and dislikes, even their prejudices; and with all the systematic fitting of part to part in the plan, the members of the faculty were given an unusual freedom of thought and action. The outstanding characteristic of a strong executive is his ability, first, to recognize ability in others, and then to shape an organization which will give strong men a field for action.

In 1902, at the end of eight years work, Doctor Stubbs had done the thing which distinguishes the great athletic manager, he had built a team. In the beginning the weakest spot in the organization had been the School of Agriculture and the Experiment Station staff where the feeling of injustice, referred to in an earlier chapter, tended to cause diminished initiative and effort. In this division, however, a rapid change for the better was now in progress and the Station was doing work destined to bring credit and standing to the University.

It will be evident that important progress had been made in the organization of the University Faculty, but meanwhile there was a corresponding progress, perhaps almost as important, in the organization of the student body. The interval between 1894 and 1902 witnessed a steady increase in enrollment; within eight years the enrollment had nearly doubled. Part of the increase, of course, was due to the founding of the preparatory department and part of it to the enrollment of a considerable number of students in a branch of the School of Mines at Virginia City which was established in 1900.

With the growth of numbers there had come a growth in organized student activities. Early in 1898 the Athletic Association, which afterwards grew into the Associated Students of the University of Nevada, was organized by Doctor J. Warne Phillips, chairman of the faculty committee on athletics. Football, baseball, and basket-ball teams and track athletics were organized. The football team was successful in intercollegiate contests almost from the start, and, in 1900, only five years after the organization of the first team, Nevada defeated Stanford University and thus attracted the attention of the entire football world.

In 1899 the Blue and Silver were adopted as the college colors; and in conformity to the customs of other colleges the Block **N** was given as a symbol of success in athletics.

The first football team was organized in 1895; the first game was played in the autumn of that year at the old race-track east of the University. The opponents of the college team were an eleven picked up in Reno from faculty members and others interested in the sport.

Within a few years Nevada had gained reputation on the Coast by sending hard-fighting and plucky sportsmanlike teams against all the smaller colleges and the powerful athletic clubs of the San Francisco Bay region. While the team stood high, Nevada was never considered a dangerous opponent for Stanford or Berkeley until 1900, when, to the surprise of the western football experts, Nevada's group of fighting men defeated the Stanford eleven by a score of 6 to 0. The Nevada team stood no chance with Berkeley in the view of the athletic experts; but in 1903 all predictions were set at naught by a game in which Berkeley held the short end of the score and Nevada won by 6 to 2. In this same year Nevada tied Stanford.

Five years later Nevada again treed the Golden Bear, this time with a score of 3 to 0.

Other athletic sports were maintained with some difficulty because of the comparative isolation of the city of Reno, the lack of competition with local teams, and the cost of bringing teams to Reno from colleges two or three hundred miles away. Moreover, the small population on which the University could draw for attendance at games kept the gate receipts very low.

Still, under the circumstances, a surprisingly good showing was made in basket-ball for men, baseball, and track athletics in the earlier years of the present century.

Basket-ball as an intercollegiate sport for women was popular. In the spring of 1899 a strong team was formed and coached by Miss Ada Edwards, a graduate of Stanford University. Miss Edwards was a young woman of great



The First Football Team. (By courtesy of Jay H. Clemons.)

refinement and personal charm; she exerted a character-forming influence in the University which extended far beyond the realm of athletics. Her basket-ball team of 1899 had the honor of winning the very first intercollegiate victory for the University of Nevada, defeating Stanford by a score of 3 to 2. Her Nevada team won again from Stanford in 1900. *The Artemisia* for 1905 speaks very favorably of the standing of basket-ball for women in the University, saying: "Basket-ball, both from an excellence of players and from a financial point of view, ranks first in the University. They have won more games, made more money and spent less money than all other teams combined. Here again, as in football, we have won from the University of California and Leland Stanford University. . . ."

The first successful college paper, *The Student Record*, which started just before the arrival of Doctor Stubbs, was still flourishing in 1902; and the college annual, *The Artemisia*, had been established by the class of 1899. Literary

societies, including the fields of debating and dramatics, were even more active in this period than at a later date. The Crucible Club of the Mining Engineers was playing its part and the college Y. M. C. A. was struggling to obtain a foothold on the campus. A college orchestra and a cadet band were organized. There were class dances and a regular series of dances given by the University Social Club. The girls had organized a thoroughly successful Y. W. C. A., and there were in the student body two sororities and two fraternities, though at this time no national charters had been granted.

To many of the old graduates the names Delta Rho and Theta Epsilon, T. H. P. O., and Sigma Alpha convey a world of meaning. One very valuable feature of the girls' sororities was that they were few in number and broad enough in spirit to include a considerable number in each organization. There was less of the heart-rending struggle for desirable members sometimes seen where sororities are many and weak in numbers.

The old Sigma Alpha fraternity was the first to attempt to maintain its own fraternity home. For this purpose the boys rented rooms in the Investment Building on Second Street; and, in reply to a request for information concerning these Frat rooms, one of the old members recently volunteered the following:

"You have right in your midst a whole encyclopedia (um?) of Sigma Alpha lore in the form of one E. Derby Boyle. Very shortly after the organization of that sturdy young growth (does he mean the Governor?) I sailed me away to Hawaiian shores and was gone for a year and a day or thereabouts, so my knowledge is vague. . . . I do remember this: that a doctor and his family had adjoining quarters and we shared the same small entry. In it stood the Doctor's ice-box; and on the occasion of our worthy ex-Governor's first visit to the fraternity rooms, his hungered eyes spotted that ice-box and he took it for granted that it belonged to the Sigmas. Whereupon he proceeded to exhume various choice condiments therefrom.

"I have most pleasant recollections of hearing Emmet cheer at the sight of a toothsome baked leg of lamb. His enthusiasm brought the Doctor's entire family to the scene as Emmet, holding fast to the shank, was waving the roast in triumph around in the air.

"After much explanation a truce was declared and peace was signed some months later . . . after the Sigmas moved out."¹

The brief general account of student activities presented in the last few pages will serve to show that early in Doctor Stubbs' administration the students expressed their natural desire for social life and athletics in typical college organizations.

Unfortunately, however, while the faculty represented the best universities of America and Germany and while the student body had come to represent the entire State of Nevada and adjoining counties in California, the progress made by the University had not been paralleled by that of the town.

In the very first University Register issued by Doctor Stubbs he spoke of Reno in the following terms: "Excellent public schools, churches of all the leading denominations, both Catholic and Protestant, a moral and cultured community, offer here the proper conditions for the prosperity and development of University life and work." Once written, this paragraph stood as an ideal and a challenge unchanged through succeeding issues of the Register, standing in 1902 just as it had in 1894, but meanwhile the moral and cultured community was developing little ways of its own as a wild-west camp and forgetting all the leading denominations.

¹With apologies, or something, to J. B. O'Sullivan.

The conditions which we have described in an earlier chapter were greatly intensified by the discovery of gold and silver in Tonopah and Goldfield. With the great excitement of these wonderful camps tens of thousands of people swarmed into Nevada, and Reno became the natural supply point for the mines of the south. An extraordinary development of gambling soon followed; in a little while Reno fairly blazed with palatial gambling-places glowing from sidewalk to cornice with a mass of electric lights. Reno's reputation as a sporting town began to extend over all of western America, and it was not long before this situation exerted a most depressing effect upon the University.

With the whole business section of the town vibrating with the wild excitement of gambling and drinking; with a red-light district as picturesque and notorious as the other sporting activities of the place, Reno seemed to lack something of the atmosphere of the usual college town. Still, most of the old-timers stoutly maintained then just as we do now that Reno is the "Biggest Little City on the Map," and "the best little old home town in America."

The time was coming when president, faculty, and student body alike would be obliged to fight for the existence of the University against these evils. In his report to the Board of Regents for 1901-1902, Doctor Stubbs states: "A student is required to be of good moral character when he enters the University, and cannot remain there unless he continues so. It is difficult, when temptations to the young men are so numerous as at Reno, to prevent infraction of rules against intemperance and gambling. It is for those who hold licenses for the keeping of drinking- and gambling-houses to prevent any student from resorting to them. The Regents cannot employ detectives to watch students, and would not if they could. It would be too demoralizing to the character of the student."

Curiously enough, this suggestion was followed and many of the saloon men and keepers of gambling resorts did their best to keep the students away from their places, going to the point of telling the boys that their custom was not wanted and asking them not to come again. Gamblers are quick to recognize courage and firmness.

We have described the progress made in the course of study and in the organization of faculty and student body; but it is only fair to say that almost equal progress had been made in buildings and Campus. Still, as we look back upon the bitter struggle made by the University to secure even a fairly adequate equipment of buildings and grounds, it seems a pity that the institution should have been obliged to run its early race under so severe a handicap.

Today, if in the city of Reno there should be established a new educational institution operating under a federal endowment of more than a million dollars, an endowment which would be the means of attracting to the city hundreds of young men and women every year, then city and county alone, in advance of action by the State, would make almost any sacrifice to provide an adequate physical setting for such an institution. We must remember that twenty-five years ago taxable valuations were small and there was no clear recognition of the permanence and the importance of the University in its relation to Reno.

However, in prompt recognition of the ability and character of Doctor Stubbs the State granted funds in 1895 for the purchase of a large addition to the Campus and for the construction of important buildings. In 1894 all the ground between the old State Mining Laboratory building and the "State Road," now the northern prolongation of Virginia Street, lay outside the Campus, a waste of unsightly pastures, ponds, and cattle corrals.

With the coming of Doctor Stubbs there was an immediate increase in the student body and a most pressing need of additional dormitory facilities. The

construction of the Dormitory Building had been hailed as a great addition in 1893, but it proved inadequate in less than a year, and now the old question was up again in a more acute form. The Legislature of 1895, however, solved the problem by appropriating \$38,000 for the purchase of land to the west and north of the Campus and for the erection of two modern college dormitories.

It is interesting to read in the old records with what zeal President and Regents entered into the construction of the new homes for the students. Plans of dormitories in all the leading American universities were examined; dormitories in use in California were visited and studied. Whatever deficiencies may



The Gymnasium.

have existed in the final plans for Nevada, they were not due to any lack of study and forethought.

In view of the long period when rooms for the students had to be found in the homes of Reno people and when every available space in the few buildings on the Campus had to be used for dormitories, it is no wonder that in the report of the Superintendent of Buildings and Grounds for 1895-1896 there is something of a jubilant tone. In this report "Dick" Brown, the Superintendent, says of Lincoln Hall, the first of the new buildings to be finished, "it is a three-story and basement brick and stone building, containing rooms for 100 students, the master's rooms, reading and reception rooms. It has every modern convenience for the comfort of the students. There are stationary washstands in each room, and splendid porcelain bathtubs on each floor, with hot and cold water.

"The building is heated with hot water, using a Furman heater and Bundy or Perfection direct-indirect radiators, all of which we find to be first class. The ventilation of the building is perfect, each room having an open plaster ventilator in the wall connecting with a flue, leading to the cupola on top of the building. There is also a fresh-air duct at each radiator, so that the cold air on coming in has to pass through it, and is thereby heated before entering the

room. The building is lighted throughout by electric lights, incandescent system."

No wonder that "Dick" gloated over all the perfect mechanical details of this building, for there was not then such another building in the entire State of Nevada. The provision of electric lights was a delightful innovation, for the first electric system in Reno had been completed only a few years earlier.

The dormitory for the girls, then known as "The Cottage," was completed in the same year; from the outset it was too small and the need of additional space was keenly felt, for the report quoted says "it has been found to be insufficient to accommodate the large number of young ladies who wish to live at the



N. E. Wilson.

University, and a number of rooms have had to be secured in town for that purpose."

Provision for these needs only developed others; for, according to the same report, "all that Lincoln Hall now needs is a dining-room and kitchen, built to the north and connected with the Hall by a passage-way which could be used as a vestibule to the dining-room."

Of the Cottage the report says: "I should recommend that rooms for twenty-five or thirty more students and also dining-room and kitchen be added to this building, and that the front porch be built as per the original plans."

This same year saw the University Gymnasium carried nearly to completion without any appropriation from the Legislature. Doctor Stubbs had asked for only the things most clearly necessary. He planned, however, to do what he could toward providing for other needs. The construction of the Gymnasium had called out the very best efforts of both faculty and students. For two winters theatrical entertainments were given by students, faculty members, and friends for the "Gymnasium Fund." And in these entertainments faculty,

student body, and townspeople drew closer together and worked for a common purpose. Plays were staged in Reno and Carson City by a dramatic club whose membership showed genuine talent. Among the leaders were N. E. Wilson of the faculty, F. P. Dann of Reno, and B. F. Curler, then coming into prominence as an attorney. The enthusiasm shown by faculty, students, and friends in the effort to secure funds resulted in the construction of a building which has been used ever since as gymnasium, social hall, and assembly hall, playing a most important part in the history of the University.

As time has passed, many of the older buildings have taken on an appearance no longer modern. But in their architectural plainness they speak eloquently of effort and self-sacrifice, and they still mean much to those who shared in the early struggle for meager equipment. In their sturdy and unshaken construction they testify to the honesty and the high standards of architects and builders; and around them cling many precious associations in the minds of the older Alumni.

For a time after the completion of "The Cottage" part of the rooms were occupied by the President and his family. But the space was greatly needed by the girls; and Doctor Stubbs felt that he must provide a campus home, an official residence for the President of the University. It was clearly desirable that the President should live upon the Campus in close touch with the situation. There were no available funds whatever with which even to begin the construction.

This difficulty was met and overcome; a plan was formed which made it possible to meet the need. The Regents leased to Doctor Stubbs the ground on which the President's House now stands. Toward the construction many friends of the University loaned money in amounts of from one hundred to five hundred dollars, most of the loans being made by Reno business men. Doctor Stubbs put more than three thousand dollars of his own into the project; and, in the year 1900, the house was finished at a cost exceeding eight thousand dollars. The Regents planned to ask the Legislature to take up the loans and by a grant of funds covering the cost of construction, since upon the expiration of the lease the house would become the property of the State.

A happy and impressive incident of this period was the gift of the flag-staff which stands in the grass plot to the west of Morrill Hall. On May 31, 1898, the staff was presented to the University by the citizens of Reno; and, as a part of the commencement exercises of that year a splendid American flag, also the gift of the citizens, was unfurled over the Campus.

On the whole, in the period of eight years between 1894 and 1902 very important growth was made in Campus and buildings; even the older structures showed many changes and additions. Twice in this period, however, fire destroyed in an hour the work of many years. On November 2, 1895, a fire broke out in the old wooden Mechanical Building, constructed largely by the students, and equipped with the best of machinery by an appreciative Legislature. The building and contents were destroyed, with the quartz-mill of the School of Mines.

On August 26, 1900, the building of the Agricultural Experiment Station was destroyed by a fire which started in chemical supplies stored in the basement, and, sweeping upward to the mansard roof, destroyed equipment and library which represented the work of many years. Priceless collections of insects and range forage plants upon which F. H. Hillman and S. B. Doten had worked for many years were destroyed; books which were irreplaceable and instruments and apparatus which could be replaced only very slowly if at all. As this building had been paid for very largely from the federal Hatch Fund, and as this annual fund was now granted only to those institutions which were

in a position to make adequate use of it, the University immediately set aside the old State Mining Laboratory of the Station, and roofed in the walls of the burned building for the School of Mines. The timeliness and fairness of this action on the part of the University won the commendation of the federal Department of Agriculture.

From the outset, the work of the Station had been handicapped by the lack of a farm on which to conduct its field experiments with crops under irrigation or to make tests in the breeding and feeding of live stock. It would appear that in 1899 the federal authorities considered this situation so serious that the withdrawal of the Hatch Fund from the University was under consideration. An appeal to the public spirit of Washoe County brought a prompt response; and early in 1899 the county purchased and deeded to the University a tract of sixty acres of valuable land with water rights within ten minutes walk of the Campus.



The President's House, University Campus.

Experiments which had been in progress for several years on unsuitable land owned by the State near the old prison wall east of Reno were now started again on the new farm under favorable conditions.

Professor R. H. McDowell, a farmer of unusual skill, soon had the new tract under intensive cultivation. His variety tests of potatoes, corn, various grains, and field crops attracted the attention of farmers in all parts of the Truckee Meadows, and the Station Farm became one of the show places of the valley. It is worth mentioning that in 1892 Professor McDowell planted a small field of tobacco, and for two years had as fine and healthy a stand of this weed as one would wish to see. Student employees of the Station made unofficial tests of the dried and uncured leaf, convincing gastric demonstrations of the presence of active properties.

In sandy and sunny places on the farm, peanuts and sweet potatoes were successfully grown; the field crops included Canada field peas, corn, the small grains, purple vetch, okra, and the common vegetables. As a demonstration for classes in agronomy and vegetable growing the new farm was a great success;

and its value to students in the Agricultural College was very evident; but as an experimental farm it had less value, for the results of the tests were only locally applicable and at the best did not mean much to a State whose simple agriculture was almost wholly of the grazing type. Effective experimental work, studies which would exert a beneficial influence upon Nevada agriculture, would have to be such studies of range forage as those suggested by Professor Miller in 1887 at the very beginning of the work of the University.

From the outset of his administration in Reno, Doctor Stubbs was Director of the Agricultural Experiment Station as well as President of the University. His interest in the work of the Station was sincere; and in spite of the many needs of the growing school he strove steadily to define and separate the experimental work from that of the college and to divert the Hatch Fund into its proper channel. He saw clearly the very great importance of many problems connected with the ranges for sheep and cattle in Nevada.

In 1900, therefore, he called from the U. S. Department of Agriculture to work upon these problems a promising young man of English descent, Dr. P. Beveridge Kennedy,² whose studies of range forage in this State formed the first chapter of a long series of observations and experiments, continued to the present day, which have won for the University the recognition of the whole group of Western States.

Most men would consider the administrative work of the University and a fairly full schedule of teaching enough of a burden; but Doctor Stubbs gave time and interest and enthusiasm to the work of the Experiment Station; and the eight years between 1894 and 1902 were fruitful. His leadership was effective because his interest in the work was strong and he had come into close contact with the stockmen of the State. The State Livestock Association chose him as their representative at the national convention of stockgrowers at El Paso, Texas, in January, 1900. His address before this meeting was very well received, and it made him for the time the spokesman for Nevada's leading agricultural industry. The securing of the Station Farm mentioned above and the prompt replacement of the Station Building after the fire gave assurance of his interest and his ability to help.

Between 1894 and 1902, twenty-nine bulletins were published by the Nevada Experiment Station. They covered a wide range of subject-matter, including injurious insects, weed seeds, soils; miscellaneous chemical analyses of farm crops, waters, and soils; experimental studies of sugar-beets, grain and potatoes; and tests of various feeding stuffs with pigs and steers. Much of this work was not of permanent importance and perhaps exerted little influence upon agriculture in a State devoted to grazing; but there were other lines of work of greater permanent significance; for bulletins were issued during this period dealing with irrigation, dairying, and range forage plants.

The experiments with sugar-beets awakened considerable interest and led at a later date to the establishment of a beet-sugar factory at Fallon. The beets were grown under the direction of the agriculturist, Professor McDowell. The analyses were made by N. E. Wilson, who took a most enthusiastic interest in his studies of the sugar content of Nevada beets, and he found them yielding more and purer sugar than beets from many of the other States. The experimental beet fields were free from disease, and there was then no reason to assume that any condition whatever stood in the way of a successful development of the beet-sugar industry in western Nevada.

For the field study of range problems an expedition was organized by the University in cooperation with P. L. Flanigan, one of the leading sheepmen of

²Ph.D., Cornell, 1899.

western Nevada. Early in the summer of 1901 P. B. Kennedy and S. B. Doten, assisted by a student, Geo. I. James, went into the desert country north of Reno, taking with them photographic equipment and an outfit for the collection and study of range forage plants.

The three men spent the entire summer on foot on the ranges of western Nevada sheep, sleeping on the ground at night without a tent, moving from point to point with the sheep, studying and collecting the plants as they went, and transporting herbarium material and camp equipment on horses and burros. Grazing conditions were studied through a considerable area of the Sierra; and in the following winter a bulletin was published giving a detailed account of what had been learned.³

This work was well received by the sheepmen; and later similar studies were made of summer ranges in northern Nevada and of winter ranges in the desert country. This was the first instance in the history of the western universities where trained men had gone out upon the ranges to follow the sheep and make intensive studies of range conditions; and it was the first scientific expedition organized by the University of Nevada. The botanical collections brought back formed a foundation for a new range herbarium, replacing the priceless material which had been destroyed in the fire of 1900.

In summing up this period it should be characterized as a time of thoroughly conservative and wisely directed growth. The University grew in public confidence and esteem, served the people in new directions, and brought to remote parts of the State a message full of interest and good-will.

³A Preliminary Report of the Summer Ranges of Western Nevada Sheep, by P. Beveridge Kennedy and Samuel B. Doten, Nevada Station Bulletin, No. 51.



University Campus in 1904.



Clarence H. Mackay.

CHAPTER IX

The Mackay Gifts — Progress in Buildings and Grounds

THE PROGRESS made by the University in the second half of the administration of President Stubbs, will be presented in two separate chapters; for in this culminating period of his life-work so much was accomplished that it can hardly be presented adequately in a single chapter.

First of all, we will take up in some detail the great increase in the equipment of buildings and other facilities which came to the University between 1904 and 1914. For it was within this interval that the dreams of the founders of the State came true; and, through the generosity of the wife and the son of a pioneer of the old Comstock, the University was able at last to have upon its campus a School of Mines fairly symbolic of the part which Nevada played in the mining history of the world.

This remarkable period of ten years of progress begins with a university offering nearly all the courses which it now presents; but with an equipment of buildings and laboratories utterly insufficient for its purposes. The University Register of 1903 lists the colleges and schools, Liberal Arts, General Science, Agriculture, Domestic Arts and Science, Mining, Mechanical and Civil Engineering, the State Normal School, and the University High School; and then tells with pride of a campus on which there were only the following buildings: Morrill Hall, Stewart Hall, Hatch Station, the Mining Building, now used by the Department of Physics, the Mechanical Building, Chemistry Building, Lincoln Hall, Manzanita Hall, the Gymnasium, the President's House, and the Hospital.

In the Biennial Report of the Board of Regents for 1903-1904 we find Doctor Stubbs speaking with hope and enthusiasm of the recent wonderful development of mines and mining in Nevada and of the increasing population of permanent settlers. However, there runs through his report a feeling of grave responsibility for the education of the greatly increased number of young people who may soon be expected to enter the University. He tells of the forward movement in education and of the demand for better equipment, saying: "This responsibility comes on the one side from the enlarged requirements of society and public service, and on the other side from the everincreasing needs of departments and instructors. There is not a department of instruction in the college that does not ask each year for the latest and best facilities for teaching. The library, as well as the science laboratory, calls for large annual expenditures to meet even the moderate needs of a growing college."¹

In the same report President Stubbs urged the Legislature to appropriate funds for a mining and metallurgical laboratory. For this building he asked an appropriation of but \$16,000. At this time the University was in a somewhat difficult situation. The resignations of Professors Jackson and Phillips had been a great shock to public confidence in the efficiency of the School of Mines. The admirably painstaking and thorough work of Professor Young had not yet won complete recognition. The University was working under a constant cross-fire of nagging criticism. Even the old State Mining Laboratory building had been given to the Agricultural Experiment Station after the fire of August 26, 1900; and the work of the School of Mines was now done in cramped quarters in the old station building to which an extension had been added to give a little more laboratory space.

¹Biennial Report, Board of Regents, 1903-1904, p. 15.

In November, 1904, a representative gathering of Nevada engineers met at the University to consider the needs of the School of Mines. Among the names of these present at the meeting we find that of Emmet D. Boyle (Nevada, 1899), then a mining superintendent, and J. E. Gignoux, who had begun his career in Nevada as Professor of Assaying in the University at Elko. Meeting with the engineers were representatives of the miners' unions of Virginia City and Tonopah. The engineers realized quite as fully as did the university administration the pressing and immediate importance of providing adequate equipment for the School of Mines. One of the conclusions which they reached was "that the School of Mining Engineering and Metallurgy should hold first place in the plans of the Engineering Faculty of the University."

Meanwhile, on the other side of the Sierra, the great and wealthy University of California had made munificent provision for a school of mines. It seemed probable that the University of California would draw enough students from Nevada to weaken still more the small registration; making it almost impossible to secure support for the school, and subjecting the University to renewed criticism from within the State. Another aspect of the matter made the situation even more serious. New processes for the reduction of ores, new methods in mining and milling, had been developed in recent years, thus constantly adding to the cost of the necessary facilities for education in this field.

There were serious problems in other divisions of the University. The Department of Physics, one of the most significant and fundamental departments in the entire University, a department whose work meant as much to those seeking a broad general education as to students in engineering, was at this time most inadequately housed and provided for. The department itself was strong. The courses given were excellent; but they were presented in wretchedly cramped and unsuitable quarters on the first floor of Morrill Hall. Doctor Stubbs was looking forward anxiously to the time when the Legislature would provide a dining-hall for the University. This would cost only \$6,000 and would permit the removal of the dining-hall from the old location in the basement of Stewart Hall which it had occupied ever since the University was first established in Reno. The location of the dining-hall in a building of its own would make it possible to provide new laboratory space for the Department of Physics in the basement of Stewart Hall. Even Manzanita Hall, then only half its present size, had been built without the portico in front, and the President was asking the Legislature to provide \$2,000 to make this much-needed improvement. The Legislature of 1905 granted funds for the construction of the dining-hall, and for the completion of Manzanita's portico, but the problem of the Department of Physics found a better solution than the one proposed.

These statements show that in 1904 the University had not yet emerged from its pioneer period of hardship and of struggle. It was still in the day of small things, shielding the inner light, keeping the lamp trimmed, hoping for the day when buildings and grounds could be made to exemplify the beauty and the dignity of education.

Within the next two years there came a changed world for the University of Nevada; and the change was brought about by the generosity of the wife and the son of one of the pioneers of old Virginia City, John W. Mackay. Nothing could have been more appropriate or more timely than their assistance; for the gifts brought with them recognition as well as daily service to a school which had kept its ideal untarnished as it worked through the years toward better things.

Before taking up the story of the Mackay gifts to the University it will be well to give a little thought to the life of the man in whose memory they were

given. To people of the old Nevada, John W. Mackay stands out as the most distinguished figure in the romance of the Comstock Lode. Born in Ireland in 1831, he came to America with his parents while still a child. In 1852 he went to California by way of the Isthmus of Panama; and in the same year he was at work near Downieville in the placer mines of the Sierra Nevada. Here he formed a lasting attachment for Marie Louise Hungerford, the daughter of Col. Daniel E. Hungerford, a pioneer of the Sierra Nevada who served with distinction in the campaign of 1860 against the Indians.

In December, 1859, when the news of the great silver discovery in the mines of Virginia City reached Downieville, Mr. Mackay joined the rush to "Washoe," where he invested and lost the small capital which he had made in California, in tunneling into ground which proved barren.² He was then in the prime of life, an athlete with no small local fame as a boxer, courageous, confident, ready to take life as it came. Not at all discouraged he went to work as a miner underground at the union scale, \$4 per day. He soon obtained stock in ground which carried values and again had a little capital, gaining at the same time valuable knowledge and experience. In 1867 he married Marie Louise Bryant, now a widow, whom he had met as a girl in 1852 in Downieville. "Intense and strong he was, after all his highest attribute was his affection for those he loved."³

In 1869 in partnership with James G. Fair, Mr. Mackay contracted to develop the Hale and Norcross mine, once a heavy producer, but at that time doing development work in ground which was merely promising. The two contractors, with the assistance of the mining operators, James C. Flood and William S. O'Brien of San Francisco, and J. M. Walker of Virginia City, obtained control of the property and after further development discovered a limited body of rich ore. Now in possession of ample capital the firm purchased for \$80,000 a group of mines known as the Consolidated Virginia, and a little later acquired control of the California mine and adjoining properties.

The previous owners of the Consolidated Virginia had spent in a single year \$169,349.41 in exploratory mining without finding an ore deposit of any value.⁴ Mr. Mackay and his partners improved the hoisting works, deepened the principal shaft, and ran drifts and tunnels at the 500-foot level seeking ore. Another exploratory tunnel was run at the 1200-foot level from a neighboring mine. In the lower drift there was a thin seam of ore.

Day by day this seam was followed most persistently, though at times it narrowed to a mere trace. Meanwhile the firm had expended \$200,000 in the exploration of ground which yielded nothing. We must remember that all this work was done far down in the hot depths of the eastern flank of Mount Davidson, a great gray mass of the desert uplifted into the sky, at an altitude more than a mile above the sea. The miners in the employ of the firm had themselves concluded that the patient work of exploration was to be merely another chapter of failure, when, in March, 1873, the little seam spread to a width of fifteen feet and the ore increased in value. Within the year the vein grew immensely in width and richness, and the miners were working in one of the greatest deposits of silver-and-gold ore the world has ever known.

This was the Big Bonanza. Within five years the actual production in silver and gold of the two mines—the Consolidated Virginia and the California—was more than one hundred million dollars. The intense moist heat of the mines, the swelling and shifting of the ground, made the extraction of the ore a difficult

²History of Nevada, Thompson and West, p. 56.

³"As I Remember Them," by C. C. Goodwin, p. 170.

⁴Bancroft, vol. XXV, p. 134.

and dangerous task. Haste was necessary, for the life of mining timber is short. The more rapidly the ore could be extracted with safety to the men the greater the profit and the smaller the actual risk. Within four years more the Big Bonanza was almost exhausted. The yield from 1878 to 1882 was less than eight million dollars. The California paid its last dividend in 1879, and the Consolidated Virginia in 1882.⁵

John Mackay was a man of many-sided character. Charles C. Goodwin, editor of the *Territorial Enterprise* in the old days of Virginia City, tells many stories of his generosity and kindness, among them the following:⁶

"When the great actor, Adams, returned, dying, from Australia to San Francisco, he started out and went from theatre to theatre, trying to secure an engagement. But every manager saw how feeble he was, that he could not bear up under the strain of a single play, and put him off with one or another excuse. He returned to his room exhausted and almost broken-hearted. This was long before Bonanza days and before any of the Bonanza firm was rich. Adams had been obliged to take to his bed immediately on reaching his room. As he lay there, ill almost unto death and in despair, suddenly, without a knock, the door opened and Mr. Mackay entered softly. He greeted Adams cordially, talked hopefully to him, telling him that he knew that in a few days he would be his old self again, keeping up the talk for several minutes, when, rising, said he must go, but added: 'Adams, you do not seem to be lying comfortably,' and bending over him put one arm under his shoulders, raised him up, and, with the other hand rearranged his pillows; then, laying him down, said he would see him again very soon and left the room. A little later, the colored man who was waiting on Adams asked to help him to a near-by lounge, that he might make his bed for the night. This was done, but when he turned the pillows he said: 'Why, Mr. Adams, here's a letter.' Adams opened it and read the following:

MY DEAR ADAMS: I have long owed you a great debt for the pleasure you have given me by your fine performance. I am sure you will not be offended if I begin to pay you in installments, of which I enclose the first one.

Sincerely your friend,

J. W. MACKAY.

"With the letter was a check for \$2,000, and it was never known until McCullough, the actor, told it at a banquet in New York. And he added, 'We found the letter under Adams' pillow when, a few weeks later, he died.' "

In telling of Mr. Mackay's life it seems inappropriate to say that the mines of the Comstock made him wealthy. With Fair and the others he made the mines; and, while wealth meant for him a greatly widened horizon, it was in a true sense incidental. John Mackay's wealth was in his own character. Money merely gave him opportunity.

The origin of the gifts to the State University added to their meaning. The fortune fairly won by Mr. Mackay in the old days of Virginia City had not been dissipated and scattered like many another great fortune, but had been turned into a means of service and progress for American life and industry. The cables with which John Mackay spanned the oceans are in a true sense a contribution from the mines of Nevada to the industrial and commercial greatness of America.

Having in view the erection of a suitable memorial to John Mackay, his wife and his son were planning to erect a monument of service; service to the State which had been the scene of his early life and of his first great success. This was the thought that inspired the gift, and the thought was made real in

⁵Bancroft's Works, vol. XXV, p. 137.

⁶"As I Remember Them," C. C. Goodwin, pp. 160-170.



Statue of John W. Mackay, by Gutzon Borglum. (From photo by F. L. Peterson.)

1908 by the erection of the Mackay School of Mines and by the memorial statue. The building, ample in size, dignified and beautiful in architecture, yet wholly suited to its practical purpose, became a source of both assistance and inspiration to the University and the State. The sheer massiveness and dignity of the columns of the portico, the plain beauty of the colonial architecture, gave mute testimony to the ideal which Doctor Stubbs had exemplified in his own daily life, the dignity and the worth of education.

The gift of the School of Mines was completed by an endowment sufficient to fully guarantee its success and performance even in those periods of financial difficulty which may come with the varying fortunes of the State.

The statue, by the American sculptor, Gutzon Borglum, unites the personal character of a memorial with a more universal spiritual meaning and



The Mackay School of Mines.

message. It stands in the sunlight in front of the Mackay School of Mines, one hand resting lightly on a pick, the other holding a piece of ore. The face looks toward the great blue ridge of the Virginia Mountains in the distance. Soon the statue came to be spoken of as "The Man with the Upturned Face"; but the uplifted face means more than the dim glory of the distant hills. This is the interpretation of the statue:

A time came in the history of the Comstock Lode when, after years of work a huge body of ore was suddenly uncovered, a thousand feet down in the mountain, rich beyond the hopes or the dreams of the miners. In order to remove the ore the rock was stripped away leaving a large chamber whose sloping wall overhung the men. They worked below it in the damp heat day and night with feverish activity to support the hanging mass before it fell upon them. To the miners the dangerous ledge meant nothing more than the daily and hourly hazard of their occupation.

To the mine-owners it meant colossal wealth. To Mackay it meant danger for his men. So, every day he went down with them into the mine, and they



Mining Laboratory, Mackay School of Mines.

worked together, owner and miner facing a common danger. The statue shows us today a moment in the life of John Mackay when he paused in his work and

faced the wall of rock which might mean riches and power to him with all the great privileges of wealth, and which might mean at any instant the crushing-out of his own life and the lives of the men in his employ. And so the statue stands, pick in hand, holding the ore which typifies so much, but with head thrown back and a look of more than physical courage. The spiritual meaning of the statue speaks of a day when courage and justice in the day's work will be regarded as higher things than wealth. This is the meaning of the upturned face.

Clarence Mackay at once saw how necessary it was that the Campus of the University of Nevada should provide a fit setting for the School of Mines and the



The Mining Museum, Mackay School of Mines.

memorial statue. He called into service engineers and landscape gardeners, who took the old parade ground of the earlier days and graded, leveled and planted it, making a quadrangle which grew in dignity and beauty as the years passed, becoming every day more typical of the spirit of education.

Commencement Day, June 10, 1908, was the most significant commencement the University had ever known; for this was the day of the dedication of the Mackay School of Mines and the memorial statue. Judge Goodwin, an old friend of John Mackay, says of him: "If every generous act of his could be converted into a flower they would garland the mausoleum where he lies with a glory never seen around a death couch before."⁷ Still, on the day of the unveiling of the statue its only garland was a great encircling silver wreath of sagebrush intertwined with blue.

⁷"As I Remember Them," C. C. Goodwin, p. 170.

The welcome of the State to the Mackay party was equaled by the happy enthusiasm of the students. In his contact with students and townspeople Mr. Mackay became for the time being one of them. If his visit showed him how great a work was being done by the University with very modest equipment in classrooms and laboratories, it did not fail to show him how brave a struggle was being made by the student body to maintain the typical institutions of student life under hard conditions.

Before the University there lay, however, a very great opportunity in the peculiar formation of the tiny valley northeast of the Campus which for several years had been known as Evans Field. Originally this little hollow contained



Bleachers, Mackay Athletic Field

(From a photograph by Frank L. Peterson.)

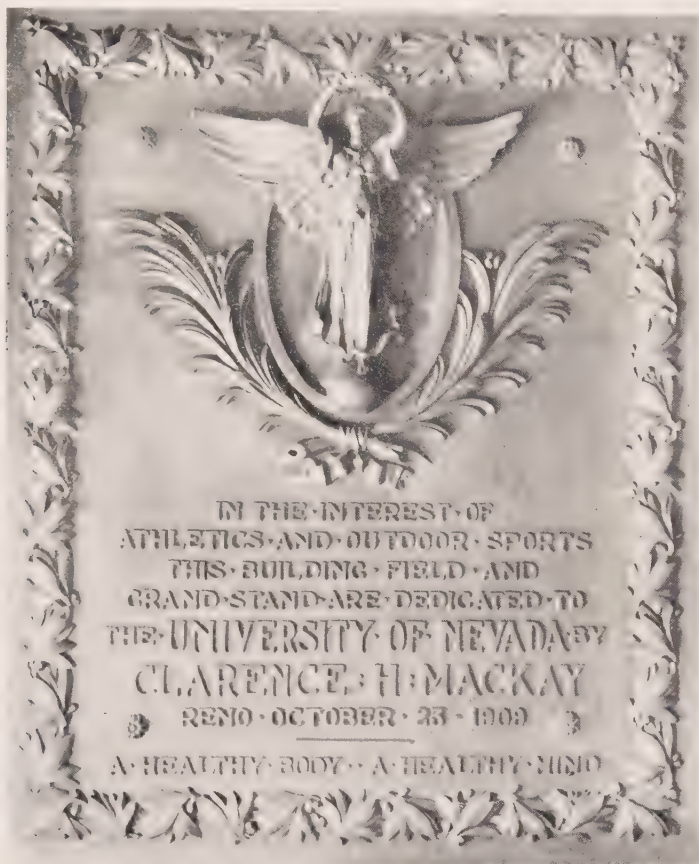
an excellent growth of alfalfa, but for a number of years the ground had been rented and used as the athletic field. Nothing could better emphasize the combination of wisdom and good fortune which governed the choice made by Regents Rand, Shaw, and Getchell, in 1885, in their selection of the site of the University. They could not well foresee that between 1885 and 1905 the Campus would grow from ten acres to nearly forty. In fact, on September 12, 1885, when the corner-stone of Morrill Hall was laid, the Evans Field was merely a remote hollow and seemed to bear little relation to the University.

At a glance, however, Mr. Mackay saw its possibilities. The floor of the hollow, where the football games were played, was naturally almost perfectly level; but to the west the ground sloped sharply upward to the flat plateau of the Campus. The sloping hillside of alfalfa had long served the purpose of bleachers. The only training quarters, however, were some little crowded rooms in the old gymnasium. Even at that, working without any adequate facilities for training, admirable records had been made in football and track athletics, and many a time the mountains north of Evans Field had echoed with

the victorious college yell when teams from the smaller universities and the powerful athletic clubs of California had gone down to defeat before the spirited and plucky attack of the Nevada eleven.

Quick to catch the spirit of youth and enthusiasm in the student body and impressed with the energy and manliness of its young men, Mr. Mackay saw in the Evans Field another opportunity to be of real service to the University.

Within the next year there had been an extraordinary transformation in the little valley. Very few changes in the form of the ground were necessary;



Bronze Dedicatory Tablet in Mackay Training Quarters.

and, as the plan became realized step by step, there appeared first a perfect oval marked out by the quarter-mile cinder track; then within the oval an admirable heavily turfed football field. On the western slope long rows of concrete benches were built along the hill sheltered at the rear by a pillared colonnade. Against the hill on the east, warmed by the afternoon sunlight, stood a two-story brick building, perfectly equipped for training quarters.

If in the early days a level site for the University had been chosen, it would have been impossible to provide as perfect a stadium for athletics as the new Mackay Field and Training Quarters except at a prohibitive cost. When the

field was dedicated, October 23, 1909, Mr. Mackay received a welcome which will never be forgotten by those who participated in it. Attired as a senior, with sombrero, flannel shirt and corduroys, he became "one of the bunch." He cheered frantically and threw his sombrero in the air when the final goal was kicked which meant victory for the home team in the first great game played on the new field.

Within the next few years these gifts had a wider effect in causing the State itself, happy in a renewed prosperity, to come to the aid of the University in a way which expressed the pride and appreciation of the people.

In 1907 the Legislature granted funds with which to construct a central heating-plant and in 1909 funds for a small greenhouse where students in botany,



The Mackay Field and Training Quarters.

(From a photograph by Frank L. Peterson.)

horticulture, and general biology could study living and growing plants during the long winter. The same session also passed an appropriation which made it possible to double the size of the girls' dormitory, Manzanita Hall.

In the broad and ragged hollow below the pond, the University, under a generous state appropriation, set engineers to work to give a new form to the broken surface and to reshape the little valley into broad and sweeping curves of lawn. Shrubbery and trees were planted, and the unsightly hollow became a park, restful and beautiful, where little children play in the sunlight, made happy by the generosity of unknown friends.

In 1911 the State showed its recognition of the work of Professor Scrugham in electrical engineering by providing an electrical building second only to the



In the Greenhouse. Here plant-life may be studied during the winter months. The faithful greenhouse man, J. Mischon, among his favorite plants.

Mackay School of Mines in usefulness and architectural beauty. This building is of the same general type as the Mackay Building, a substantial two-story brick structure in which are housed steam engine, dynamos and motors, switches, batteries, and measuring instruments for a thoroughly practical training in this important field of engineering. The building and equipment made it possible for Professor Scrugham to develop under favorable conditions the work which for years he had done so well in the old crowded quarters. Graduates of this school were already in demand, and some of them were working their way toward outstanding success.

In 1913 the Legislature granted funds for a library building, of small size but excellent design, in which to house the most important department of the University. In the same session, funds were provided for the construction of a dairy building on the edge of the hollow east of the Campus. This is a small but substantial two-story brick structure which for several years housed the principal subject-matter divisions of the College of Agriculture.

Another very fortunate effect of the Mackay benefactions was that it now became possible to give to the Department of Physics an opportunity for growth corresponding somewhat to the importance of the subject-matter and to the character of the work which had been done in this department for so many years. Once more the old experiment station building of the early days was pressed into service. Built originally as a three-story structure for the experimental work in agriculture under the federal Hatch Fund, it had been nearly destroyed by fire in 1900, but had later been reconstructed as a two-story building to house the School of Mines. The additions which had been made in 1905 for the mining laboratories now proved most serviceable for the Department of Physics. Classrooms and laboratories were fitted up; and for the first time in the history of the University this department was in a position to conduct its classes under favorable conditions.

On the whole, the period between 1904 and 1914 was one of remarkable growth and progress in Campus and buildings. Even the Campus itself had increased in acreage from thirty-eight to fifty-three acres. The number of buildings had been greatly increased, and there had come into the daily life of the University something which is profoundly significant in education—the influence of beautiful surroundings. Probably very few realize the strength of the longing for beauty which is felt by young people. In all its earlier years the Campus had been bare, almost to the point of grimness. Trees, lawns, and buildings alike spoke of poverty and struggle just as strongly as the courses of study and the character of the scholastic work spoke of high ideals and daily effort.

But now education was more fittingly clothed in architectural beauty. Columns here and there, cornices which spoke of harmony and proportion, grounds and growing trees with broad sweeps of green lawn, gave to the work of classroom and laboratory a new and more distinguished meaning. The effect of these things is intangible, not subject to measurement, but at the same time profound. How much it means only those can know who worked with a daily hunger for beauty under the old conditions.

In time their effect was felt in the city of Reno itself which was already awakening to the possibilities of its marvelous natural setting. The growing beauty of the lawns and quadrangle stimulated the city to take stock of its own resources and helped the citizens to realize that in the islands of the Truckee in

the heart of Reno they could make a park whose beauty can scarcely be equaled anywhere in the West. And it is very probable that the same influence, acting through the standards and ideals of graduates of the University, may in time be felt in places far remote from Nevada.



Mackay Field.

CHAPTER X

Ten Years of Struggle and Encouraging Progress — 1904 – 1914

THE LARGER PORTION of the last chapter was devoted to the story of the Mackay benefactions. The present chapter will tell of the internal progress made by the University in the latter half of Doctor Stubbs' administration, a period in which his work for education in Nevada was most fruitful.

These ten years saw great changes in both University and city. They were a period of well-coordinated and fruitful effort by Regents, President, and faculty. It must be remembered that, though Doctor Stubbs in this period stood out always as the central figure, he dominated through leadership and friendship; and, while fullest credit is given him for the enduring value of his work, he did it as a wise leader of strong followers. Doctor Stubbs desired so little to take credit for what he did, or to appear as anything more than the leader in the university enterprise, that in preparing lists of faculty members he spoke of himself as chairman, not as president. In the faculty meetings themselves he took the position of a chairman presiding over a legislative assembly, setting up as his only standard the question, "What is the right course?" Often he came into meetings of the faculty with his own mind fully made up as to the most desirable course of action; and yet he submitted the question to free and open discussion. He felt that if his own decision were right, then the faculty might safely be left to reach the same conclusion; and the whole group would work together to put the thing through.

In his dealings with the Board of Regents his course was the same. If he had a plan which he wished to carry out, he would state the case and open up the question for discussion, feeling that the Regents would reach his conclusion, merely saying enough to guide the discussion in such a way that every side of the matter was considered. By setting up the standard of right in place of authority, he made every man feel that his own opinion was fully respected; and thus carried with him the support of Regents and faculty when the time for action arrived. Any other course in a State like Nevada, where the western spirit of independence was so strong and the traditional respect for authority so weak, would have been fatal at the outset.

Even with the Legislature, whose members could not be expected to have sufficient information to make decisions in matters of educational policy, he took much the same course. He stated the needs of the University, made clear the reasons for the requests for funds, and then left the matter for decision on its merits. Sometimes he failed with faculty members, Regents, or legislators, failed and fell back discouraged; only to renew the attempt, feeling that the first trial was not much more than educational in character, and that the subsequent test would decide the question on its simple merits.

This method made it easily possible for the President himself to receive suggestions and to redirect the course which he had planned.

In telling the story of this final and mature period of the work done by Doctor Stubbs we need to keep in mind the fact that the one outstanding purpose of his work in all its many-sided contacts with the State was the formation of character. This purpose of his own life was brought in a most striking way when in 1900 he delivered the annual presidential address at Yale before the Fourteenth Convention of the national Association of American Agricultural Colleges and Experiment Stations. The audience was a distinguished one. The

presidents of the land-grant colleges had assembled to discuss the problems belonging in their special field of education, and the meeting-place at Yale, with all its historic associations, lent impressiveness to the occasion. The subject chosen by Doctor Stubbs for this address was: "What Is of Most Worth in Modern Education?" The answer which he gave with all the force of his unusual ability as an orator was simply a return to the old truth that the thing of greatest worth in education is the formation of character.

It was in this spirit that the work of the University was done during this period. The general form of colleges and schools changed little; there were growth and progress, but the outstanding feature of the work was an increased effectiveness in the courses established in earlier years.

In 1904 the old School of Mines had already expanded into the three schools, Civil, Mechanical, and Mining Engineering. With the addition of Electrical Engineering to this group the College of Engineering grew in effectiveness, but changed little in form, within this ten-year period.

Much the same thing may be said of the College of Arts and Science. Little change was made, except in the advance of standards and the perfection of the courses presented and in the presentation of additional subject-matter which marked the progress of knowledge in these fields of study.

The College of Agriculture remained as it had been from the beginning, not much more than a catalog school with very few pupils registered in the many excellent courses planned. However, in the final years of Doctor Stubbs' administration this college began to come into its own because of the presence of two men in the agriculture group whose work will be described a little later in this chapter.

While there were few marked changes in the established colleges and schools of the University in these years and while its uneventful history was largely a story of good work done faithfully and quietly year by year, the period was of great importance because of the progress made by the high schools of the State. Here the influence of the University was felt throughout the whole upper portion of the school system, just as the good work of the Nevada Normal School was making itself felt in the lower grades of the public schools.

It was a period of great prosperity and increased wealth, a period in which thousands of people came to this State bringing with them a new point of view which soon became a formative force under the new conditions in Nevada.

Between 1904 and 1914 the number of high schools in Nevada was more than doubled; and a portion of the high-school course was given in several of the grammar schools. Moreover, the old three-year course of study, prescribed by the State Board of Education for so many years, was now advanced to the standard four-year course of California. This was a most important change, for the adoption of the four-year course by a considerable number of the Nevada high schools made it possible to advance the entrance requirements and the course of study of the University to the standard of Berkeley and Stanford.

The preparatory department of the University now became a four-year course. Moreover, Doctor Stubbs saw that it would be wise to give the University High School a new unity by placing it under a Principal, choosing S. B. Doten, who for some years had taught mathematics in the high school and had spent his summers in field work of the Agricultural Experiment Station. In conformity with the movement for greater diversity and specialization in the secondary schools of the Coast the University High School was itself divided into the Latin course and the Science course in preparation for the work of the University.

The last few pages present a general summary of the changes in schools and courses of study. It will now be worth while to examine in greater detail the

progress made in this period by individual schools and colleges. Because it was first in the minds of the people of Nevada when the University was founded, and because it had been needed for so long a time before the University was established at Reno, let us first take up the story of the Normal School during this period.

In 1902 the State Normal School was a substantial three-year course in two divisions, allied with the Schools of Liberal Arts and General Science in the University and including much subject-matter from the freshman and sophomore years. Graduates of this lower division could enter a higher course of two years in which were presented many junior and senior subjects from the Schools of Liberal Arts and General Science. The professional subjects included psychology and the history of philosophy and of education.

Grammar-grade certificates were given to graduates of the lower division, and high-school certificates to those of the section which included the junior and senior years.

The resignation of Mrs. Mary W. Emery in 1902 after more than ten years of faithful and inspiring service led to the appointment of Romanzo Adams¹ as Professor of Education and Sociology and Dean of the Normal School. His appointment marked the beginning of another period in the history of this school. Because of the presence of the University High School it was possible to permit graduates of the grammar schools of the State to enter the Normal School for a four-year course. Upon the completion of this course they were granted the "Nevada State Normal School Grammar-Grade Diploma" and a state grammar-grade certificate good for five years. Graduates of accredited high schools could finish the Normal course and receive the grammar-grade diploma in a single year. Students in the College of Arts and Science of the University might elect the professional subjects of the Normal School in their junior and senior years. Upon graduation they were given the high-school certificate.

In 1904 the course of study was advanced and rearranged; graduates of grammar schools were required to finish high-school work prior to entrance to the Normal course; and the entrance requirements were made equivalent to those in the College of Arts and Science. The course of study under the new plan combined work in pedagogics and in the history and philosophy of education with suitable portions of the freshman and sophomore years of the College of Arts and Science. Practice teaching was done in cooperation with the Reno Public Schools.

The name "Nevada State Normal School" was retained until 1910, when it was changed to "The College of Education." The title, "Dean of the Normal School" was abandoned in 1906. Doctor Adams² was Professor of Education and Sociology until 1911, when Doctor George Ordahl was made Professor of Education and Psychology and Doctor Adams became head of the Department of Economics and Sociology. At this time the College of Education bore much the same relation to the College of Arts and Science as at an earlier date. In 1913 Doctor J. C. Watson was made Dean of the College of Education and of the College of Arts and Science. The name, "College of Education," was retained until September, 1914, when it was changed back to "The Nevada State Normal School."

Through the successful work done by the graduates of the Normal School, Doctor Adams was of service to the State and to the University. He kept in close touch with the common schools as well as the high schools of the State

¹Ph.M., University of Michigan, 1898.

²Ph.D., University of Chicago, 1904.

through extension lecture courses and visits made in the accrediting of high schools.

This contact with actual conditions was the foundation of his success in the Normal School. He cherished few pedagogical illusions; he knew that the graduates must go out to ungraded country schools or to town schools in which a considerable number of the pupils are of foreign birth. He realized that in these schools the methods of teaching must be simple and effective, that they must be adapted to pupils varying greatly in their knowledge of the English language, and coming from a wide range of home conditions.

In 1908 Doctor Adams was honored by being chosen as a Director of the National Educational Association. From 1905 to 1910 he was President of the Nevada Teachers Association. This position of leadership in the educational field in Nevada brought with it a feeling of responsibility; and intensified the earnestness with which he shaped the work of the Normal School, leading him to use wise conservatism in the choice of methods to be taught to future teachers. Contact with actual conditions and social and educational problems in Nevada had led him to believe that no method of teaching can fairly be taught as a standard of excellence until its superiority has been shown by prolonged trial in the hands of many teachers and under a great variety of conditions.

In the College of Arts and Science the progress made within this period consisted in an advance in the entrance requirements made possible by the advancing standard of the high schools, and in the presentation of a wider choice of electives. In 1903 Latin and English were required in both freshman and sophomore years of the "School of Arts," and mathematics in the freshman year. In this school the only freshman elective was a choice of French, Greek, or German. In the sophomore year alternative courses in natural science were permitted, giving a considerable range of choice, and there was a language elective corresponding to that of the freshman year.

In the School of General Science there was no freshman elective except a choice of one of the three languages mentioned; but the Latin requirement was omitted from both freshman and sophomore years and for it chemistry was substituted in the freshman year. In 1905 the requirements were unchanged in both schools with the exception that public speaking was introduced as a required subject in the freshman year. This requirement was abandoned, however, in the following year. Physics was a required subject in the freshman year of the "Classical Course" up to 1905, but in that year a course in history was substituted.

In Liberal Arts and General Science there were no great changes for several years, but in 1910 an important step was taken in the regrouping of the subject-matter of these schools and in the provision of a wide choice of freshman and sophomore electives. From 1902 to 1910 there had been great freedom of choice in junior and senior electives, in order that these schools might be made preparatory to subsequent work in medicine, pharmacy, law, or other professions.

In 1910 each school of the College of Arts and Science was divided into a junior and a senior college, the point of division being the end of the sophomore year. A "junior certificate" was granted to students who had met the entrance requirements and completed the work of the freshman and sophomore years. Under the new plan the courses offered in the "junior college" were grouped in three divisions, the first of which was a language group in which were offered Latin and Greek, French, German, Spanish, and English. The second major division included the social sciences, history, sociology, economics, and political science; but with them were grouped, curiously enough, psychology and English literature. The third major division was a science

group including mathematics, physics, chemistry, zoology, botany, and geology. According to the new plan as outlined the only required subject in these two years was the freshman course in English composition and rhetoric. To this might be added twelve units from one of the three major divisions, language, social science, or natural science, together with six units from each of the other major divisions.

The effect of all this was to make Latin no longer a required subject in the Liberal Arts course, nor was Latin required any longer for admission, and it was no longer necessary for a freshman or sophomore in Liberal Arts to do any work in mathematics. History, previously required in the freshman and sophomore years, might now be chosen or omitted at will; and, in place of a definite requirement in French, Greek and German, a choice might now be made of sociology, psychology or economics. Very evidently the success of the junior college plan with its wide range of electives would depend almost wholly upon the skill of faculty advisers in bringing the students to a wise selection among the subjects offered.

The new grouping represented a rather startling change from an older point of view; but it represented almost as much an increase in the number of courses which the University with its added funds and facilities could now present.

In the college year 1913-1914 the freedom of choice was made yet more broad by the provision of a fourth major group of electives. The name Liberal Arts had taken on a meaning as indefinite as it was inclusive. The informing and liberalizing study of language and history and of the sciences from the cultural point of view had once given purpose and distinction to the College of Arts and Science. Under the system of free electives, however, a student might now go through his entire college course and receive the degree of Bachelor of Arts without studying a single masterpiece of English literature. He might omit both Greek and Latin and take only a moderate amount of either French or German. Apparently in an effort to make this division of the University as broad in scope and as elastic as possible, the historical purpose and the present field of usefulness of the course had been forgotten.

In actual practice during this period it soon began to appear that in comparison with the engineering schools the College of Arts and Science had lost standing in the minds of the students. The engineers looked upon the students in Liberal Arts as people seeking impractical and easy work. The definiteness of the engineering requirements and the difficulty of the subject-matter made the discipline in this college relatively severe and effective. What the students in engineering lacked in broad culture and what they failed to get from the refining influence of language and literature was in their view more than atoned for by a gain in mental power through hard and definitely directed effort.

As a matter of fact, however, a source of both power and weakness in the School of Liberal Arts in this period lay in the fact that in its outlook it was attempting to be practical and of the present day. The courses chosen by students were usually elective in preparation for later post-graduate work in one of the professions; and the College of Arts and Science was inevitably becoming more and more an addendum at the lower end to professional schools in medicine, pharmacy, law, and the like. The change merely represented the tendency of the present day toward early specialization. It marked the abandonment of an older doctrine that exact training in mathematics and the basic sciences, with thorough work in language, history, and sociology, will give the student a mastery which will permit him later to grasp powerfully the technical subject-matter of almost any profession.

In this connection, contrasting views of leading educators are of some interest. President Elliot of Harvard advocates electives in the following terms:

"The briefest form in which I can express the general result of my observation is this: I have never known a student of any capacity to select for himself a set of studies covering four years which did not apparently possess more theoretical and practical merit for his case than the required curriculum of my college days. Every prescribed curriculum is necessarily elementary from beginning to end, and very heterogeneous. Such is the press of subjects that no one subject can possibly be carried beyond its elements; no teacher, however learned and enthusiastic, can have any advanced pupils; and no scholar, however competent and eager, can make serious attainments in any single subject. Under an elective system the great majority of students use their liberty to pursue some subject or subjects with a reasonable degree of thoroughness. This concentration upon single lines develops advanced teaching, and results in a general raising of the level of instruction."³

An opposing view is expressed by President Porter, who says: "College students at the end of the freshman year are usually incapable of selecting between any two proposed studies or courses of study. They do not know themselves well enough to be able to decide in what they are best fitted to excel, nor even what will please them best. Their future occupation is ordinarily not so far determined as to deserve to be seriously considered. Their tastes are either unformed or capricious and prejudiced; if they are decided and strong, they often require correction. The study which is the farthest removed from that which strikes his fancy may be the study which is most needed for the student. The preferences are also likely to be fickle."⁴

In Nevada, however, within the next ten years as we shall see, the pendulum swung somewhat the other way; and in the College of Arts and Science there was a partial return to the older and perhaps wiser standard.

All the courses in the College of Engineering in 1904 were grouped together in a "College of Applied Science." In this college the freshman year of the three schools of engineering was the same for all, mining, mechanical and civil engineering. Even in the sophomore years the differences were not so great as they became at a later date. The work in English literature, which in 1894 had been required in three years of the School of Mines and four of Civil Engineering, was now required only in the freshman year. No work in electrical engineering was offered in the School of Mines, although the importance of electricity to mining was recognized. There were, moreover, no electives in the School of Mines in any of the four years, a situation which placed additional difficulties in the way of mining students who wished to learn something of electrical engineering.

In the School of Mechanical Engineering, however, two courses in applications of electricity were given by a young man, James G. Scrugham, whose work in this field ultimately led to the development of a School of Electrical Engineering. From the outset these courses were very attractive to students, for then, as now, rapid progress was being made in electrification of transportation and industry.

In 1904 a curious step was taken in prescribing the same freshman and sophomore years for all three schools of engineering. No electives were offered in either freshman or sophomore years, the only English course required being the work in rhetoric and composition and in public speaking of the freshman year.

³History of Higher Education in America, Thwing, p. 437.

⁴History of Higher Education in America, Thwing, p. 437-438.

In 1906 there was a return to the earlier plan—all the engineering schools gave the same freshman year, after which there was an increasing difference in the subject-matter courses. Each school also presented significant portions of the subject-matter of certain of the other schools. The work in electricity, moreover, was no longer a subordinate course in the College of Mechanical Engineering, but had taken on a standing of its own as a subject-matter division coordinate with chemistry, physics, and geology. As early as 1909 electives were offered in the School of Mines in both the freshman and sophomore years.

In the Schools of Engineering the primary difficulty during the entire period from 1904 to 1914 lay in the rapid progress made in engineering work in the field and in the added material which must be presented year by year in the classroom. The necessity of keeping abreast of progress in a rapidly developing subject is the inspiring force which keeps the instructors in engineering themselves constantly growing, alert for new subject-matter which will keep the instruction abreast of the times and enable the graduates to play their part in the engineering world in competition with graduates from other universities.

From 1903 to 1914 each successive register presented a course of study in the College of Agriculture; that of 1903 included a School of Agriculture and one of Domestic Arts and Science with short courses in agriculture, dairying, and domestic science. The subject-matter of the School of Agriculture of 1903 is interesting, partly because it reflects so clearly the belief held by President Stubbs that the work of this school should consist largely of the fundamental sciences, with mathematics, language, and literature.

In 1903 we find only horticulture as a single representative subject-matter course in any of the agricultural specialties. In excuse for a similar condition in still earlier years we may plead that the experiment stations of the country had not then created a great body of information based on experimental evidence. In comparison with the present day this was still quite largely true in 1903, but there was even then a great bulk of material, based on good evidence, which might well have been worked up into courses in agriculture.

A more potent reason, however, for the exclusion of agricultural subject-matter courses was the poverty of the University.

As we have seen, the University of Nevada as early as 1866 had been permitted to divert to the School of Mines the interest from the irreducible fund created by the sale of land under the federal land grant of 90,000 acres. The growing Colleges of Engineering and of Arts and Science absorbed all the available funds; and to present the work of these colleges adequately lay almost beyond the power of the University.

In 1903, moreover, there was an increasing tendency on the part of the federal authorities accurately and firmly to restrict each federal fund to the purposes for which it had been appropriated; and it was becoming more difficult to apply to instruction in agriculture the funds specifically set aside for experimental work in this field.

Obviously there was a greater need at this time for the development of a substantial school of agriculture than there was of agricultural experimentation. On the other hand, however, the progressive restriction of the Hatch Fund to definite experimental work bore fruit in subject-matter which was of importance later when a new federal grant increasing the endowment of the Agricultural and Mechanical Colleges made it possible at last to develop in Nevada substantial courses in this field of instruction.⁵

Five years later, in 1908, in spite of the small registration in agriculture,

⁵The Nelson Amendment, 1907, to the second Morrill Act, added \$5,000 per annum to the Morrill Fund until in 1911 it reached a total of \$50,000.

the progress in subject-matter courses had been remarkable. The freshman year in 1908 presented a course in breeds of live stock and one in horticulture, with work in English and mathematics, zoology and botany, and in carpentry and blacksmithing.

In the sophomore year there were courses in fruit-growing and vegetable-growing with alternative courses in the feeding of domestic animals and live-stock registration; and, in addition, courses in economic botany and farm crops.

The subject-matter presented in the junior and senior years in 1908 differed so widely from that given in 1903 that there are few points of similarity. In the College of Agriculture, just as in that of Engineering, however, the work in English language and literature had been greatly reduced to make room for the subject-matter specialties. In addition to the required work of the four years in agriculture a considerable number of senior elective courses gave the students an opportunity to specialize in horticulture, forestry, or animal husbandry.

Between 1908 and 1914 fewer changes were made in the course in agriculture; and the relation of subject-matter specialties to fundamental cultural courses remained much the same. As a matter of fact until toward the end of the period between 1903 and 1914 the College of Agriculture was little more than a catalog offering; and even the subject-matter courses meant for the most part not much more than a mere hope deferred. The following table of attendance in the College of Agriculture will serve to make this clear:

1902-1903.....	..	1906-1907.....	1	1910-1911.....	10
1903-1904.....	1	1907-1908.....	1	1911-1912.....	15
1904-1905.....	1	1908-1909.....	1	1912-1913.....	24
1905-1906.....	1	1909-1910.....	5	1913-1914.....	23

It will be seen that toward the end of the period there was a steady growth in enrollment.

Just as the development of the work in electrical engineering was due largely to the inspiring force of a strong man in the faculty, so the change in the College of Agriculture from a mere catalog presentation to a major division of the actual work of the University came about through the attractive personality and the energy of a new man, C. S. Knight, who joined the University Faculty in 1909 as Instructor in Agronomy. From the outset Knight gave evidence of ability as a teacher, and his own interest in the subject-matter taught was so vivid that his courses soon began to attract students to the college. He was young, an athlete, and played an active part in student life and affairs.

Another thing which should have made the College of Agriculture attractive at even an earlier period was the extraordinary work being done by Prof. Gordon H. True in the development of pure-bred live stock. True's work gave the University a unique example of outstanding ability in a special field, proving itself under difficult and disheartening circumstances. In 1903 Professor True succeeded R. H. McDowell as Professor of Agriculture and Animal Husbandry in College and Station. The field assigned him was certainly broad enough and perhaps the actual opportunity was correspondingly narrow. When many ill-assorted duties are assigned to one man it is rather surprising to see him win distinction in one line of work without greatly sacrificing any of the others.

Professor True was unusually expert in forecasting results in breeding domestic animals. At the outset the College of Agriculture had no herd and no college farm. In earlier years Doctor Stubbs had tried to interest the State Agricultural Society in the University's Department of Animal Husbandry and had finally secured the use of a portion of the State Fair grounds east of Reno. With the inadequate equipment thus afforded and with a herd built up partly by purchase and partly by loans from Nevada herds, and later by sales

of surplus animals, Professor True ultimately reached a point where his faith in his college herd was so great that he had the courage to exhibit his animals in competition with the finest products of the stock farms in California in Sacramento at the State Fair.

The results were astonishing. According to the Biennial Report of the Board of Regents for 1909-1910, "The exhibit carried off 40 prizes, 26 of these on sheep, 11 on cattle, and 3 on hogs; this included five of the six championships in Holsteins, two being grand championships, one of the two Berkshire



Awards Won by Live Stock of the College of Agriculture
at the California State Fair in 1910.

championships, and six championships in sheep. Seven of the eleven championships were won by animals bred by the University of Nevada; and of these, three were won in competition with animals imported from England." "The best achievement of the University of Nevada was made in the cattle classes, where the little herd of Holsteins won all the three bull championships, and two of the three female championships, including the grand champion bull of the breed and the grand champion cow. This winning was made against two of the largest and best of the herds of California.⁶

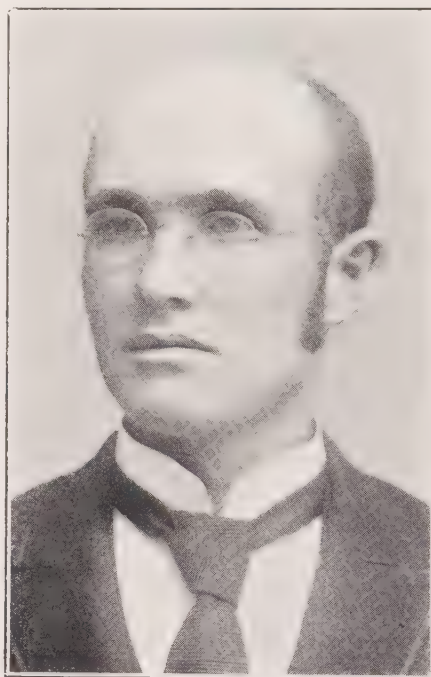
⁶Biennial Report, Board of Regents, 1909-1910, pp. 38-39.

"In 1911 at the California State Fair the University live stock won 12 championships, 32 first premiums, 18 seconds, and 10 thirds; and won also the prize of \$100 for collective exhibits by agricultural schools over the University of California exhibit from the Davis State Farm and that of the California Polytechnic School at San Luis Obispo.

"The 1912 exhibit contained a Jersey bull and a flock of Rambouillet sheep in addition to the herds shown the year before, and won 42 first premiums, 14 seconds, and 8 thirds, and won also a \$50 silver cup given by the Holstein-Fresian Association of America for five days' production of butter by a heifer under three years of age. The amount of butter produced was 15.27 pounds. Only three animals failed to win some prize, and one of these was sold to an Arizona stockman and was awarded a championship at the Arizona State Fair.



Gordon H. True.



Dr. J. E. Church.

The cash prizes in the 1911 and 1912 exhibits amounted to over \$1,800. Prof. Gordon H. True, of the Department of Agriculture and Animal Husbandry, wanted to take the live stock to Utah for exhibition, but was prevented by lack of funds for transportation. This exhibit would have been of very great value to the University."⁷

It is certainly a pity that during the period when Professor True was a member of the University Faculty there were so few students registered in agriculture. In the whole history of the University there is not another such example of an opportunity missed.

In 1912 the increasing pressure brought to bear by the federal authorities to secure a separation of the work of the Agricultural Experiment Station from that of the College of Agriculture, together with the advancing age of President Stubbs and the increase in the duties and responsibilities of the presidency,

⁷Biennial Report, Board of Regents, 1911-1912, p. 46.

made it necessary to separate the directorship of the station from the presidency; and Professor True was made Director. There was evidently some danger that the Experiment Station, whose development required a large amount of time and attention, would take Professor True away from his invaluable work in animal breeding.

This danger was averted only by the loss of the man, for just at this time the University of California was reorganizing its Department of Animal Husbandry; and Gordon H. True, whose animals had won such recognition in California, was now chosen to head the department in the great university by the Bay. With all the wealth and the facilities which the University of California could offer him, Professor True soon rose to national prominence as a breeder of extraordinary live stock, a distinction which he has held to the present day. Animals bred under his direction on the Davis Farm of the University of California have repeatedly won grand championships in the National Livestock Show in competition with the best herds of America.

While the University was making progress during this period between 1903 and 1914 in the development of courses of study, in buildings and grounds and facilities for instruction, it was by no means idle in other fields intimately touching the life and work of the State. Through his intimate friendly contact with the members of the University Faculty, Doctor Stubbs soon realized that each faculty member had hobbies, interests, or experience lying outside the field of his professional activities. These wider interests were drawn upon by the President as sources of instruction and of pleasure for students and townspeople. Members of the faculty were constantly called upon to meet the students in the weekly general assembly, where the faculty member addressed the students upon some subject in which he felt a special interest, or upon some unique aspect of his own personal experience.

University extension lecture courses were organized in all the towns of western and northern Nevada. The topics were interesting, and the lectures were greatly appreciated. In the towns along the Southern Pacific and in the localities easily reached from the Virginia and Truckee Railway, lectures were given in the winter before women's clubs or gatherings of farmers and townspeople.

These lecture courses reacted strongly upon the progress of the University itself. The speakers often went out knowing little of the State and its people. Faculty members residing in Reno and going back and forth between home and Campus made few contacts with the people of the State, and had no opportunity of learning the home surroundings from which the students came. Moreover, they saw very little of the typical industries of the State, and had but meager opportunity to understand the economic conditions governing life and work in Nevada.

To the people and to many of the papers the University was more or less of an abstraction. Contact with the members of the faculty, however, helped to make it a living reality. Illustrated lectures brought the University before the people. Pictures thrown upon the screen showed students at work in classroom and laboratory. In nearly every instance a series of extension lectures given in a Nevada town made strong friends for the University, and gave inspiration and food for thought to people whose outlook was necessarily limited by the conditions under which they lived.

This work was done before the moving pictures brought the events of the world to all the western towns, and the extension lectures had an important social and educational value. Moreover, the members of the faculty met on these occasions many future freshmen whose ambitions were awakened by

knowledge that there were opportunities for them beyond the town schools. The schools themselves were stimulated and felt the good effect of the extension work in an increased willingness on the part of the taxpayers to expend considerable sums for their support and development.

The willingness and zeal of the faculty in this important work were a reflection of the interest and enthusiasm shown by Doctor Stubbs. The following example of his power to awaken interest will serve as an illustration: He was assigning one day the subject of physical geography in the University High School to a young and rather indifferent instructor. In the course of a few minutes' conversation the President sketched with growing earnestness the relationship of physical geography to a number of other sciences, giving the instructor the impression that physical geography could be made to play the part of a missionary opening up the way in a savage and untrodden wilderness for the entrance of civilization. The instructor left the office full of enthusiasm for a subject which twenty minutes before had been looked upon with indifference or at least with only perfunctory interest.

It was in this spirit that the lectures before the general assembly and in the extension courses were given by members of the faculty, and it is a simple matter of fact to say that to an extraordinary extent the same spirit showed itself throughout every phase of university life and work.

Reference has been made in an earlier chapter to a division in feeling between the Experiment Station and the University. In 1906, however, this was lost sight of and forgotten in the glorious news that the funds of the Experiment Station were to be doubled; that within a few years the total annual income from federal sources for agricultural experimentation would reach \$30,000. The newly created Adams Fund, moreover, was to be restricted to research in fundamental agricultural problems; and it was planned that the work should be deeper, more thorough, and less transitory in character than it had been under the Hatch Fund. By 1911 the Adams Fund had reached the expected total.

New problems had been taken up for study, and new departments had been created in the Station. From the year 1903 the Experiment Station was listed in the University Register as an affiliated scientific organization. This was done in response to the pressure brought to bear by the U. S. Treasury and the U. S. Department of Agriculture to secure a sharp distinction between the funds of the college and those of the station.

The Adams Fund so stimulated the spirit of scientific research in the University that it inaugurated what might be called a "research period." The Botanist, Doctor P. B. Kennedy, undertook a revision of the genus *Trifolium*, in preparation for an elaborate monograph of the clovers of the world; the Entomologist, S. B. Doten, began a study of certain wasp-like parasites which attack the codling moth. The Station Chemist, Doctor C. A. Jacobsen, outlined a study of nitrogen fixation by the alfalfa plant. Doctor Maxwell Adams was assisted by the new funds in studies of the oils, camphors, and other products which may be obtained from desert plants. The most extraordinary development, however, was in the field of meteorology.

This subject had been studied rather intermittently from the earliest years of the University; now, in the hands of an enthusiastic amateur, Doctor J. E. Church, studies of mountain snowfall were to be carried to a point where they would contribute in a most important way to agricultural progress in western America.

Thus far in this history, very little reference has been made to research work of any type. Evidently in an institution whose faculty and funds were absorbed to the limit in teaching, there was no opportunity for research such as

inspired and distinguished the older universities. That the longing for scientific investigation was present was shown in the establishment of a Nevada Academy of Sciences in 1903, which was later replaced by the Faculty Science Club.

In Doctor J. E. Church, head of the Department of Latin in the University, the spirit of scientific research found an apostle and a missionary disciple. In an earlier chapter reference has been made to Doctor Church's residence in Germany, where in 1901 he received the degree of Ph.D. from the University of Munich, returning in the same year to resume his work in the University of Nevada as Professor of Latin.

Now, while we cannot assume that research in a dead language has in any sense a post-mortem character, nevertheless to many minds it may seem to lack the attractive freshness of subject-matter which distinguishes the natural sciences.

As a member of the Sierra Club and an enthusiastic mountaineer, Doctor Church had become interested in mountain meteorology. For eighteen years the University had kept records of temperature and precipitation and other routine data. In 1905 these records were tabulated, reduced to means and normals by S. B. Doten and Alfred Doten, and entered on the forms of the U. S. Weather Bureau, which in that year established its state office in Reno. The University gave the Weather Bureau the whole mass of accumulated data as a basis for work in their new location. This set free the instrumental equipment formerly used by the Experiment Station.

On June 29, 1905, Doctor Church and S. B. Doten ascended Mount Rose, a mountain peak of the Sierra nearly eleven thousand feet in height, lying to the northeast of Lake Tahoe, and installed a portion of these instruments in a suitable shelter on the summit.

It soon became evident that only long-time recording instruments would give information of any great value in this location. Doctor Church's interest in mountain meteorology had become so strong that he was exceedingly anxious to secure special instruments with which to record conditions on the summit for fairly prolonged periods. He had become greatly interested, also, in the protection afforded by forest timber to the accumulated snow of winter.

This protective relationship was under discussion at the time in connection with the national movement for the conservation of natural resources. A brilliant paper by R. L. Fulton of Reno, published in the *Science Magazine* and then widely quoted in other journals, took the position that forest timber in the mountains does not retard the melting of the snow, but that radiation from the tree trunks, together with débris from the trees, actually hastens the melting. Mr. Fulton also maintained that in a forest much of the snow is caught by the crowns of the trees and is there exposed to excessive evaporation. On the authority of old-time lumbermen he stated that in deforested country where the snow is exposed to the full sweep of the wind, it drifts into great banks which melt more slowly than protected snow.

These conclusions of Mr. Fulton's were so much at variance with the beliefs of the conservationists and were presented with such vigor and clearness that they roused Doctor Church's interest and led him to undertake a most thorough study of the matter.

Moreover, he had become interested in the local distribution of frost in the valleys of western Nevada. Orchard heating was then a comparatively new subject in the West; and it seemed possible that through the accurate prediction of frost and through orchard heating, apples might be raised on a commercial scale. Doctor Church conceived the idea of tracing out the relationship between meteorological conditions on Mount Rose and conditions in the

valley below, thinking that on the mountain summit it might prove possible to foretell the coming of cold waves far earlier than in the valley.

His energy and enthusiasm were limitless. The equipment on the summit of Mount Rose was made efficient by the addition of a recording meteorograph made by S. P. Fergusson of Blue Hill Observatory, the designer of an instrument which had been installed by Harvard on the summit of El Misti in the Peruvian Andes.

Doctor Church's work in meteorology under the Adams Fund made rapid progress; the papers which he published began to attract attention, and within a few years his Mount Rose Observatory was receiving merited recognition abroad. At all seasons parties from the University climbed to the summit of Mount Rose, usually at intervals of about two weeks, to change the record sheets



Mount Rose from the South.

and to adjust the instruments. Many ascents were made in midwinter under conditions so severe that they tested the strength and endurance of the best athletes on the Campus. It was certainly an extraordinary thing to see Doctor Church, carried away by his enthusiasm, making snowshoe trips with selected students across the wildest and loftiest mountain region in the Tahoe country, enduring every hardship, for the sake of obtaining information upon the mountain snow-cover.

Still, the admirable records of temperature and pressure made on the summit of Mount Rose by the new meteorograph showed clearly that changes in the temperature and pressure of the air occur at about the same time on the mountain as in the valley. It became evident, too, that the study of timber and snow could best be undertaken by the United States Forest Service because all the forests of the Sierra were included in federal forest reserves, and any reshaping of the timber to give added protection to snow must be undertaken by the Forest Service.

Because of these facts the federal Office of Experiment Stations asked that

the work in mountain meteorology be concentrated upon a method of snow surveying devised by Doctor Church which made it possible to forecast with considerable accuracy the amount of water which the melting snow would make available for irrigation and power development during the period of run-off.

The research work done in the University in this period under the Adams Fund has here been recounted somewhat in detail because of its significance to the whole field of university life and work in Nevada.

The effects of these research activities upon the student body during the period between 1905 and 1914 were characteristic and of great interest. It may fairly be said that if a college student, especially in the last two years of his undergraduate course, comes into contact with research work and catches something of its spirit, the whole subject of science is changed for him from that day. Statements in scientific text-books are to him no longer mere logically arranged matters of fact; they begin to appear as the precious fruit of ardent human effort. Science becomes to the student who has made this invaluable contact a living and growing thing capable of limitless development.

To discover some single new fact or to assist in such a discovery gives a thrill of delight which means as much in growth as it does in pleasure. The students who came into contact with Doctor Church's work during this period received a benefit entirely out of proportion to the time consumed or the great effort often made. Students who were fortunate enough to catch something of the research spirit from Doctor Kennedy or Doctor Jacobsen gained a new view of scientific relationships. Those who assisted Doctor Maxwell Adams in his experimental studies of the chemical properties of desert plants had even a more intimate and personal contact because of the nature of the subject-matter and because of the skill of the instructor in awakening interest.

From time to time reports upon their projects were made by members of the Station Staff in meetings of the Faculty Science Club. These meetings were often attended by students who thus gained a new idea of the meaning and the value of scientific research. Other members of the faculty caught enthusiasm from the station group; and by 1914 there was a growing demand that time and funds be given to members of the faculty for the study of problems in several fields of science.

It was beginning to be clearly recognized, of course, that in a State where sheep and cattle were dying by thousands upon the ranges from the effects of disease and poisonous plants, and where farming must always be limited by a scant water supply, all available agricultural research funds should be concentrated upon the actual problems of agriculture and not dissipated upon projects which lie more nearly in the field of pure research. Nevertheless, there can be no question concerning the stimulating effect of research in this period upon the thought and work of faculty and students alike.

On the whole, this is a matter of considerable interest and value; for it points to one reason why any university, no matter how small, may well strain every effort to give some time and some funds to research, even though the immediate practical application be not at all in sight. Moreover, nothing else will do more to elevate the standing of a university in the college world at large than contributions to knowledge made by well-chosen research projects. That such projects must be limited and wisely directed, that they cannot be "untrammeled," should be evident.

At a later date, however, the Station was destined again to assist the University by the contribution of papers which had not less of scientific value because of the fact that their agricultural connection was more obvious.

Perhaps it may in fact be said that a state university cannot safely adopt

the much-quoted view of "The great thinker who gave as a reason for his passion for the theory of numbers that it is a pure virgin that never has been and never can be prostituted to any practical application whatsoever."⁸ May we not say to those who quote this rather base figure of speech that virginity prolonged becomes sterility; and, while we trust that no one has yet made use of the theory of numbers for any purpose of gross personal pleasure, still it is perhaps as well to depict science not as a chaste spinster but rather as the fruitful mother of progress and civilization?

Running parallel to Doctor Church's remarkable achievements in the study of snow, progress was being made in the University in another field of thought



Miss Jeanne Elizabeth Wier, Professor of History.

which involved self-sacrifice, effort, and leadership. Miss Jeanne Elizabeth Wier, head of the Department of History in the University, in 1903 organized the Nevada Historical Society. Within a few years her enthusiasm for the preservation of historical records of the earlier days of Nevada had awakened a similar enthusiasm in citizens all over the State, and she was already rapidly getting together noteworthy collections of manuscripts and objects of interest, newspapers and diaries, old books and records, of the utmost historical value. The work made such an appeal to members of the Legislature that it received support, even in the years when other state activities were assisted only where the financial benefit was obvious.

The Nevada Historical Society was independent of the University and, unlike the Experiment Station, it was never classed as an affiliated organization. Nevertheless the collections were ultimately housed in a building just below the entrance gates of the University, where they are accessible to students. The

⁸History of Higher Education in America, Thwing, p. 471.

students themselves caught something of Professor Wier's interest in the early history of the State, gaining from these collections a fairer and clearer idea of the events and the life of pioneer days. By 1914, only eleven years after the founding of the Historical Society, it had taken a firm hold on the interest and affection of the Nevada people; and there is every reason to hope that it has just begun a long career of usefulness.

In the course of the period under discussion there were many changes in the faculty. N. E. Wilson, who had been such a leader during the early formative period, left the University in 1906 to go into business for himself.

Professor Frandsen began his work in the University of Nevada in the first year of the century, succeeding Professor Walter McNab Miller in zoology



Building of the Nevada Historical Society.

and bacteriology. In 1906 he was made Professor of Biology, in which field his work has been a conservative and an inspiring influence to the present day. Throughout the ten-year period under discussion, Frandsen's loyalty, his quiet enthusiasm for teaching, and his willingness to assist students and faculty members alike to the limit of his time and strength won for him the recognition which comes from faithful service.

Professor Thurtell left the University in 1905, to act as State Engineer of Nevada. In 1907 he was appointed upon the State Railroad Commission. He was still listed as a member of the faculty up to 1909, when he was succeeded by Doctor Charles Haseman as Associate Professor of Mathematics. In 1910 Professor Haseman was made Professor of Mathematics and Mechanics, which

position he has held to the present day (1924), bringing to the University of Nevada the influence of the University of Göttingen where he received his doctor's degree; and always maintaining a close personal touch with student life and affairs. Doctor L. W. Cushman likewise united the German influence of Göttingen with the scholarship of Harvard; and, coming to the University of Nevada in 1899, gave the institution scholarly service until 1906.

Doctor George D. Louderback, who had received the degree of Ph.D. in the University of California in 1899, became Professor of Geology and Mineralogy in the University of Nevada in 1900. Doctor Louderback gave the University the service which comes from faithful teaching and the inspiration of the scientific spirit until ill health forced his resignation in 1906.

Among other names added to the faculty during this period were those of George F. Blessing, Professor of Mechanical Engineering, Miss Kate Bardenwerper, Instructor in Domestic Science, Miss Katherine Lewers, Instructor in Freehand Drawing, and Miss Katharine Riegelhuth, Instructor in German. In 1906 Doctor Ralph S. Minor, himself a graduate of Göttingen, became Professor of Physics, in which field he did scholarly and substantial work until 1909, when he was called to the University of California.

The same year saw the appointment of Dr. W. B. Mack, whose memorable service to the University and to the State in the field of Veterinary Science will be recounted in a later chapter. Sanford C. Dinsmore, a graduate of the University of Maine, began his work for the University of Nevada in 1905, as Chemist of the Experiment Station. In 1910, however, he took charge of the work in pure food and drug control, beginning a career which will be spoken of later, in an account of the work of the Public Service Division. The Rev. Samuel Unsworth, rector of Trinity Church, Reno, resumed his work as an instructor in Greek in the University in 1905, teaching in this field until 1907, when his duties as rector made it necessary for him to abandon his work in the University. In the classroom he was a delightful instructor and he had a peculiar aptitude for making quite living and human the characters in any piece of literature under study.

Joseph D. Layman was called to the University of Nevada from that of California to take charge of the University Library, where his work soon showed the great advantage of having a trained and skilful librarian in this most important department of university life and work. Another name which should be mentioned, although his period of service was unfortunately brief, is that of Hayward H. Howe, who was made Principal of the University High School in 1906, a position which he held until his death in 1910. He had been Principal of the Carson City High School from 1872 to 1906, probably the longest period of service by one man in one high school in the history of Nevada.

In the Register for 1910 we find a number of additional names, among them that of Doctor Herbert Wynford Hill, who came to the University of Nevada from the University of Chicago as Professor of the English Language and Literature in 1907, a field in which he has given distinguished service to the University up to the present time. We find also the name of Horace P. Boardman, whose prolonged period of employment in railway and bridge construction gave him a practical view of the applications of civil engineering which could only give additional value to his work in the University.

Another distinguished name in the University Faculty added during this period is that of Doctor Leon W. Hartman, who like a number of others whom we have named had done post-graduate work in the University of Göttingen. Before coming to Nevada he had served as an instructor in physics at Cornell University and had gained further experience as a Professor of Physics in the



Charles Haseman, Ph.D.
Professor of Mathematics.



Herbert W. Hill, Ph.D.
Professor of English.



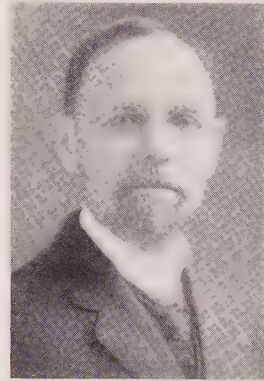
L. W. Hartman, Ph.D.
Professor of Physics.



Walter S. Palmer,
Professor of Metallurgy.



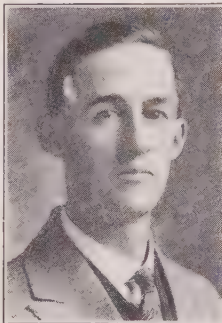
Horace P. Boardman,
Professor of Civil
Engineering.



J. D. Layman,
Librarian.



A. E. Hill,
Professor of English.



Stanley G. Palmer,
Professor of Electrical
Engineering.



Reuben C. Thompson,
Professor of Philosophy.

University of Utah. We cannot wonder that he was successful in Nevada from the outset, nor that under his guidance the Department of Physics has grown steadily stronger to the present day.

Doctor Watson came to the University in 1910 as head of the Department of Greek, in which field, like Professor Frandsen in biology, he stood for the best traditions of Harvard scholarship. The Department of Geology and Mineralogy was strengthened by the appointment of J. Claude Jones in 1909. In the Mackay School of Mines he was given an opportunity to develop a department which has stood for sound and thorough work in the classroom and which has manifested the spirit of scientific research, although the opportunity has been limited.

Among other new names in 1910 we find that of Walter S. Palmer, who graduated from the University of Nevada in 1905, and who now returned after five years spent in active service in the field and in the School of Mines of Columbia University, where he had received the degree of Mining Engineer. The Register for 1914 carries several other names which meant more than a little in the recent history of the University. Among them we find Sterling Price Fergusson, who in 1910 came from the Harvard Blue Hill Observatory to assist Doctor Church in his extraordinary research work in meteorology. Mr. Fergusson was with the University of Nevada only until 1915; but even in this short period he gave to faculty members and to the few students with whom he came in contact the inspiration of scholarship and patient research.

The same Register catalogs Doctor Francis Church Lincoln as head of the Mackay School of Mines, an appointment which marked the termination of the service of George J. Young in this field. In the eyes of faculty and students alike Young had won distinction. He was respected for the uncompromising thoroughness of his work. From the beginning the students felt that he had mastered the subjects which he taught; and it was with great reluctance that his friends upon the faculty saw him leave the University to enter a wider field of work. In the mining camps of the West and in the principal mining centers of other countries, graduates from his classes have proved the value of the training which they had received in the University of Nevada.

Among other new names we find that of Frederick Weston Wilson, who took up the work in animal husbandry as a successor to Gordon H. True; and that of Mark F. Boyd, who began in 1914 a brief period of highly valued service as pathologist of the State Hygienic Laboratory. Another additional name is that of Albert E. Hill, who came to the University in 1913 as Assistant Professor of the English Language and Literature, beginning then a career of service in this difficult field which has been a source of constant help to young writers to the present day.

A name which disappeared from the Register within this period was that of Richard Brown, listed in 1913 as the retired Master of Lincoln Hall. "Dick" Brown's early period of service as an instructor in practical mechanics had been a record of daily usefulness and help to students; but his service to the University had been much broader than that of an efficient instructor, for almost from the outset he had taken general charge of the buildings and grounds, giving his time and strength to the utmost in a period when funds were scanty and difficulties multiplied with the increased use of light and water and power and heat in laboratory and classroom. As Master of Lincoln Hall and Superintendent of the Dining-Hall between the years 1896 and 1912, he won a place in the hearts of the students where he will be held in loving memory until the last old graduate of that period is gone. It is useless to talk of the personality of "Dick" Brown. He was a friend and a father to every college

man in Lincoln Hall, utterly unselfish, interested in every college activity, a big burly man, all heart and good fellowship.

The resignation of P. B. Kennedy, Botanist and Horticulturist of the Experiment Station, is mentioned in the Register for 1914. In his case, as in so many others, the character of his scientific work in Nevada won recognition which led to his appointment in the University of California. In the year 1912 the importance of dairying was recognized by the appointment of Verner E. Scott to take charge of the work in this field.

Reference has been made in an earlier chapter to the detailed committee organization in which Doctor Stubbs brought nearly every member of the University Faculty into the administrative work of the University through appointment on one or more committees. In the decade between 1904 and 1914 the



Verner E. Scott.

same admirable plan was followed, and it is evident from the character of the committee appointments that the choice of members was made on the ground of ability to serve. In this interval the actual number of standing committees was decreased somewhat by consolidation and by assigning added responsibility to certain departments. Up to 1913 no effort was made to revive the system of deanships, an approach to which had been made in an earlier period.

From 1900 to 1905 Professor Thurtell had been "Dean of the Faculty," a position which made him, in practice, Vice-President. In 1905 N. E. Wilson was Dean; but the only separate college or school which was presided over by a dean was the State Normal School, of which Dr. Romanzo Adams was Dean from 1903 to 1906. As the faculty of each college included almost the same members in the early part of the decade in question, it seemed to Doctor Stubbs more appropriate to choose some one man and make him Dean of the entire group.

By 1914, however, the increased endowment of the University had caused a considerable increase in the faculty, and it seemed to Regents and President that it would be very desirable to place a subordinate administrative officer at the head of each of the major colleges. In the college year 1913-1914 the dean system was instituted by the appointment of Doctor John C. Watson as Dean of the College of Arts and Science and of the College of Education; Professor James G. Scrugham, Dean of the College of Engineering, and Professor Charles S. Knight, Dean of the College of Agriculture. The plan worked well from the start, simplifying the work of the standing committees and making it possible for the dean of each division to give to the college under his direction a new unity and purpose.

A new and important relationship of faculty to student body was made possible by the installation on May 4, 1912, of the Nevada Chapter of Phi Kappa Phi, a college and alumni society composed of graduates of all departments of the American colleges and universities. This honor fraternity originated in the University of Maine in 1897. It was organized as a national fraternity thirteen years later with the Universities of Maine and Tennessee and Pennsylvania State College as charter members. The aim and the working plan of the organization are similar to those of the Phi Beta Kappa. In Nevada the charter membership was composed of the following faculty members:

Joseph Edward Stubbs	Herbert W. Hill
Robert Lewers	Carl A. Jacobsen
Charles Haseman	Patrick B. Kennedy
Peter Frandsen	Maxwell Adams
Horace Boardman	Sterling P. Fergusson
James G. Scrugham	George Ordahl
Samuel B. Doten	John C. Watson
Winfred B. Mack	George J. Young
Leon W. Hartman	Gordon H. True
Romanzo Adams	William T. Smith
J. E. Church	Laura de Laguna

In 1903 the University of Nevada was admitted to the benefits of the Cecil Rhodes Scholarships of Oxford University, England. Established by the great organizer and financier of South Africa, these scholarships have as their central purpose the promotion of understanding and fellowship among the English-speaking countries. Rhodes believed that if selected young men of unusual mental attainments and qualities of leadership, representing all the States of the American Union and all of the British dependencies, could meet one another and work together at Oxford, then later in life they would exert an influence favoring mutual good understanding and peace among the English-speaking countries.

Nevada was not represented at Oxford in 1904 and 1905; in 1906 there was no election, for it was planned that the States should elect scholars only two years out of three. In 1907 the first Nevada man was chosen for this high honor. The following students represented the University at Oxford between 1907 and 1914:

- 1907....Arthur Leonidas St. Clair,⁹ Deeth, Nevada.
- 1908....William Scott Unsworth, Reno, Nevada.
- 1910....Stanley Mayhew Wilton,¹⁰ Goldfield, Nevada.
- 1911....Cedric Harding Beebe, Reno, Nevada.
- 1913....Floyd Sherman Bryant, Sparks, Nevada.
- 1914....Walter Clarence Jepson, Verdi, Nevada.

⁹Died February 20, 1920.

¹⁰Withdrew before completion of work.

To the University of Nevada the Rhodes Scholarships are of value because they emphasize both mental attainments and those qualities of leadership which are shown by active participation in student affairs and athletics.

Above all, Rhodes desired to educate at Oxford those young men who later through their natural ability would become leaders in the commonwealth in which they had received their early education.

Somewhat the same principle of selection was followed by the faculty in the choice of student members for the Phi Kappa Phi; and the two organizations exerted an important influence upon the character of the work done by the stronger students of the University.

It is interesting to see that in the fraternities and sororities of the student body a somewhat similar emphasis was placed upon thorough work in classroom and laboratory. The smallness of the student body in the University of Nevada made these influences the stronger.

As we look back over the period between 1904 and 1914 it is evident that these were years of great progress in the University, progress in equipment and facilities, progress in the organization of schools and colleges, and in university finance. For this reason it seems strange to see the student enrollment remaining almost stationary, even at a time when the population of Nevada was increasing very rapidly, a time when the taxable valuations were growing as they had not grown for years.

There was, however, one factor in the situation which was almost sufficient to explain an actual decrease in students, and that was the remarkable growth of gambling in the city of Reno which followed the discovery of Goldfield and Tonopah.

In the first few years of the present century there was an immense amount of construction work in progress in western Nevada, work of a type which called to the State an unusually large number of unmarried laborers. The Federal Government was then constructing the canals and headgates of the great Truckee-Carson Irrigation Project. The Southern Pacific Railroad, too, was double-tracking its roadbed through the mountains, and into the new mining camps of Nevada came thousands of reckless and adventurous spirits intent upon taking a chance in the new mines.

We have told how Doctor Stubbs spoke of Reno in his first University Register as a moral and cultured community. For eleven years he held fast to this expression in all subsequent Registers, but the time came when even he could no longer defend the accuracy of the statement and we find as a substitute in the University Register for 1905-1906 the following:

"The noble mountains which encircle the valley, the pure air and sunshine, give the town an enviable reputation for health and beauty. The schools are excellent and the numerous churches are cordially thrown open to the students. . . ." Doctor Stubbs always spoke as well as he could of any man or any community.

Between 1903 and 1908 there was an actual decrease in the student body, as shown by the registration of regular university students. In 1908 the gambling situation in Reno had become notorious all over America; and the better influences in the State were now so strongly organized that, in response to an overwhelming popular demand, the Nevada Legislature of 1909 passed a stringent law against gambling, whose enforcement in 1910 put an end to a great evil.

This victory of the better elements in town and State was of the greatest importance, for it meant that a time had at last come which marked the end of the old days of extreme personal freedom. From 1909 to the present day there has been a growing recognition of the fact that no class of men shall be

permitted to do evil for the purpose of making money at the expense of the good name and good standing of the community.

The growth of the community spirit was intensified by the founding of service clubs, organizations which have played a very important part in American towns and cities by bringing together men from diverse trades and occupations to work for the good of the community. The first of these, the Rotary Club, had already begun to exert an influence for good, which has since been shown by such other organizations as the Kiwanis and the Lions Club. Meanwhile the Reno Chamber of Commerce, working in a spirit of enlightened self-interest, was strengthening the community spirit. The city of Reno was making very rapid strides toward modern metropolitan standards in paving, lighting, and public utilities.

It is undoubtedly true that the Mackay benefactions played an important part in awakening civic pride, setting better standards for architecture, and making the city of Reno ashamed to maintain conditions degrading to its reputation and harmful to the students of the University.

Of course, among the better class of business men in Reno there was a growing recognition of the University as an exceedingly important source of revenue whose stability and increased prosperity would continually mean more and more to the progress of business in Reno.

It must not be inferred, however, that the presence of the University was the sole force or even the most important force in bringing about the destruction of an evil so monstrous as that of wide-open gambling, for it was only a few years later that the State of Nevada caused the whole western world to gasp with surprise by voting to abolish the liquor traffic, before the passage of the amendment to the National Constitution. This matter, however, belongs to a later period; and it is sufficient to say here that the high level of general education in Nevada and the enlightenment and progressiveness of the people in themselves guaranteed the coming of a day when the gambling evil would be abhorrent and impossible.

However, the University has played its full part in advancing the standard of education and enlightenment in the State.

After the glittering gambling-houses of Commercial Row in Reno had been closed the attendance of regular university students began steadily to increase to a point where the enrollment for 1913-1914 was more than 40 per cent greater than it had been for the school year 1908-1909; and it may be said here, although the fact belongs to later years, that, except for a brief drop during America's participation in the war, the enrollment has steadily increased, and the importance of the University to Reno has become constantly greater.

Reference has been made earlier in this chapter to the increased endowment of the University. The income from federal sources in 1914 was much larger than that in 1904, for it had been increased by the addition of \$25,000 to the Morrill Fund and \$15,000 to the funds of the Agricultural Experiment Station.

The State likewise, temporarily enriched by the mines of Goldfield and Tonopah and by the federal funds expended in connection with the Truckee-Carson Irrigation Project, was now able to do far more than it could in earlier years. This was shown by the expenditures for new buildings, mentioned in the last chapter, and increased appropriations for maintenance.

The increase in the federal endowments was at the same time accompanied by more severe restrictions in the use of the funds. In the case of the Hatch Fund and the Adams Fund, for example, the federal inspectors insisted that both must now be used only for definitely outlined experimental studies, approved in advance.

As early as 1903, and for several years later, President Stubbs and the Regents urged upon successive sessions of the Nevada Legislature the importance of reconstructing the financial system of the University along such lines that salaries and accounts might be paid without delay. They were particularly anxious to put the University on a basis of cash payments, and in the year 1904 they stated the matter clearly in the following terms:

"Under the present system of appropriations for the University, the President, professors, and all employees of the University, and creditors generally, have to wait from four to six months for their pay. The funds that come in from the State in December must be used to pay bills extending back to June, and the funds coming in in June to pay the bills back to and including January.

"This occurs to the board to be an unfortunate and unjust arrangement. In all fairness, the President and professors and all employees should be paid monthly, and not be compelled to borrow money or get their warrants discounted in order to provide for necessary monthly expenses. Again, business men from whom necessary purchases are made by the University from time to time, knowing the inability of the University to pay promptly, necessarily add to their regular prices sufficient to cover a fair rate of interest.

"Thus a double hardship is effected on the University; its employees are compelled to wait an unreasonable time for their pay, and extra prices have to be given for most things that are bought.

"We understand that other state institutions are kept on a cash basis, and, therefore, we most respectfully ask your Excellency to present this matter to the Legislature, to the end that it may be satisfactorily adjusted."¹¹

By 1911 the growing complexity of the funds of the University had made the installation of a modern accounting system absolutely necessary. Each of the new federal funds had to be accounted for annually to a visiting inspector and auditor; and it had become the custom of these auditors to examine closely every item. The auditors were empowered to withhold certification of the accounts, unless the conditions were favorable to the effective expenditure of the funds. For example, the Office of Experiment Stations now required that the Director of the Station be given initiative in shaping the organization and the work of the Station to make it conform to the agricultural needs of the State. They took the ground that the provision of an additional federal endowment of \$25,000 a year for the Agricultural and Mechanical College under the Nelson amendment made it unnecessary for the men of the Experiment Station to be involved any longer with classroom teaching, except as such teaching might be done without harm to the work of the Station.

Precisely the same relationship was maintained from the outset in the newly created Agricultural Extension Service operating under the Smith-Lever funds. In fact, it was only just to assume that each division or affiliated scientific institution working in the interest of agriculture under federal endowment should preserve its initiative in its own field.

Now, to bring about a complete reorganization of the finances of the University in conformity with the firm but evidently fair demands of the federal inspectors was more of a problem than would appear on the surface.

Doctor Stubbs was already weakened by advancing years and by the long strain of nearly twenty years of intense effort for the University. To carry on the work of the presidency and at the same time to reconstruct the financial system would evidently be too great a burden. So, in 1912, in recognition of his distinguished service, the Regents granted him a long-desired leave of absence

¹¹Biennial Report, Board of Regents, 1903-1904, p. 8.

for travel and study, themselves assuming much of the responsibility that would otherwise have fallen to the President. Prof. Robert Lewers, conservative and kindly, was made Acting President.

The Regents took charge of the business affairs of the University, working under a special fund of \$4,000, granted by the Legislature of 1911. To the reconstruction of the University's finances, Dr. H. E. Reid, Chairman of the Board of Regents, brought an experienced business judgment. He had been one of the prime movers in constructing an elaborate system of street railways in Reno and Sparks; and with associates had built a large and minutely organized department store in Reno.

The Regents called to the University as Comptroller a young man, C. H. Gorman, formerly of Eureka, Nevada, whose experience in banking and in railway accounting had helped to fit him for the position. The first step taken by the new Comptroller was to plan a simple and economical method of keeping separate accounts of the federal funds, while at the same time accounting in detail to the State for all legislative appropriations. Mr. Gorman was already familiar with state finance, and readily devised a method of accounting satisfactory to the State Auditor. Within a few months, after a careful study of the laws, he devised a simple method of accounting for the whole group of federal funds in strict compliance with their special purposes.

This method of accounting was highly valued by the Regents from the start; but its unique value and actual originality were not fully understood for several years; not until recognition by the federal auditors was won by the unusual simplicity and efficiency of the method.

Doctor Stubbs returned from Europe in 1913 and resumed the duties of the presidency under happy auspices. The business office fully met the new needs and requirements. In his absence the University had run like a well-planned machine under the moderate and friendly guidance of Robert Lewers. The President was welcomed by faculty and students alike; and there was every prospect that his approaching retirement would merely mark the beginning of another period of progress along the old lines of dignity and service.

Throughout almost his entire administration President Stubbs had exerted a strong good influence upon State and University as a teacher. It seems astonishing that, in addition to his duties as President and as Director of the Agricultural Experiment Station, he could still find time to present courses enough to form almost a full schedule of recitations. Yet in various years he taught Greek and German and gave courses in law and sociology. As an extension teacher he lectured throughout Nevada on a wide variety of topics. In the general assembly of the University he delivered many addresses each year; and he was often called upon to occupy the pulpits of Nevada churches. For the benefit of teachers in the Reno schools he gave evening classes in German.

Doctor Stubbs loved to teach, and he was highly successful in bringing out the values in the subjects taught. It was a rare privilege to study the works of the great makers of literature in his classes. In these courses an accurate knowledge of the mechanism of the language seemed to grow naturally out of the interest which the teacher created. But grammar and rhetoric were assigned their proper subordinate relationship to the greatness of the drama; while the drama itself, as a form of expression, became secondary to the human interest in the relationship of characters and events. The characters of Goethe's Faust seemed almost to be present in the classroom as living realities; and when the tragedy of Marguerite reached its climax the quiet little group of students listened with deep emotion, while their leader himself gave the final translation.

The story of a man's life is only partly told in his work. What he succeeds in doing, great or small, depends too much upon circumstances and upon the assistance that he receives from others. Character shows itself in hopes and plans, in things bravely attempted but perhaps never accomplished, in the direction toward which a man sets his face.

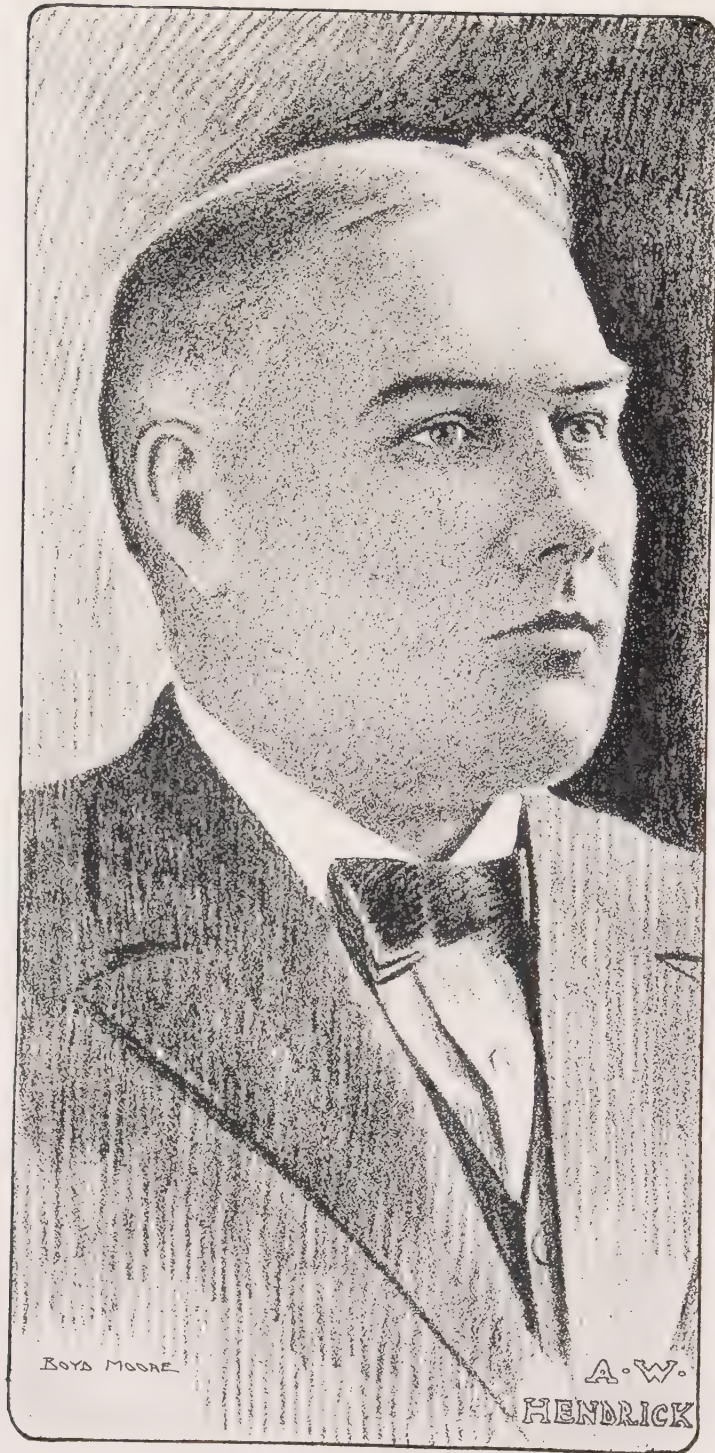
On May 27, 1914, town and Campus alike were grieved by the death of Doctor Stubbs. He died in the midst of active life and work, with the fruits of twenty years of study and effort all around him. Like the Tired Blacksmith—

He closed his eyes and slept beneath the tree,
The anvil near him, hammer by his hand;
Day's labor done, heart resting, spirit free,
And evening peace upon the western land.

Clink of the anvil be his requiem.
Song of the farmer in the field.
Let the bright plowshare turn the earth again
After the autumn harvest yield.

Old Friend, you died as we would wish to go,
At work in the fullness of the years,
Back to the fields, and let our labor show
There is a better grief than tears.

He lives in iron his own hand shaped so strong,
In tools that he made for other men.
And still his spirit, in the anvil's song
Blesses the harvest once again.



President Archer W. Hendrick.
From a drawing by Boyd Moore by courtesy of the *Reno Evening Gazette*.

CHAPTER XI

Change, Confusion, and Progress: A Test of the Organization—1914–1917

AFTER THE DEATH of President Stubbs, Robert Lewers, the conservative and wise Vice-President of the University, acted as President until the beginning of the following semester, when the Regents appointed Archer W. Hendrick, a graduate of the University of Toronto. For a short time it appeared that the University was to receive the support of press and people; and that Regents, President and faculty would again work in harmony for the good of the institution. There was, however, in the attitude of part of the people of the State a somewhat ominous condition.

In the second half of the previous administration there had been opposition to the University and to the work of Doctor Stubbs, opposition which had originated in the bitterness of the fight made by good citizens against certain elements of the population who cared nothing for the good name of the town. Then there had been much of a fault-finding spirit of envious and hostile criticism which must so often be faced by any public servant.

Nothing of all this was presented in the last chapter because it seemed better to let the work of a good man stand out as it really was, without contrasting it with the way in which it was misunderstood.

It should be said, however, that any statement concerning public criticism of the University needs to be somewhat qualified; for, as a matter of fact, the best people of the State, those in a position to pass a fair judgment upon the work of the institution, loyally supported President Stubbs.

Unfortunately, moreover, the actual need of a more detailed and modern business administration in the University, growing out of the increase in federal funds for special purposes, had led the Regents to place an undue emphasis upon the business aspects of the life and work of the institution. Sensitive to criticism and anxious to allay whatever hostile feeling then existed, the majority of the board chose a man who had displayed ability primarily in the promotion of business organizations.

Within a few months, however, it began to appear that the policies of the new administration, while perhaps admirably adapted to the conduct of a business enterprise, were not of the type required in the conduct of an educational institution. At this point it may be well to emphasize again the fact that a university is a highly complex organization whose work no man can direct wisely and well without thorough academic training and prolonged experience in both teaching and administration.

President Hendrick was a man of most attractive personality, bluff, hearty, and jolly; but in the course of his administration he had the misfortune to antagonize many of the students and the more conservative elements in the faculty and to lose the friendship of certain people whose loyalty to the State University has been unquestioned.

From the beginning, President Hendrick showed that he understood the business relationships between State and University. The following incident of the first month of his administration will serve to illustrate this fact and yet to show as clearly the other characteristics that we have mentioned and something of their consequences. Within a month he called into his office the Director of the Agricultural Experiment Station, and informed that astonished

individual that the whole project list of the Station, supported by federal funds, was of very little value and should be done away with immediately and other projects substituted.

Now each project, before it can be put into active operation, is first outlined, passed upon by the Director and then submitted for approval to the Office of Experiment Stations in Washington. Upon approval, funds are allotted to the project; and then the plan thus authorized and financed is carried out in detail until the work is completed. This always involves a considerable period of time, often several years. All the projects of the Station had thus been put into operation.

In earlier years, however, several of the projects had been rather unwisely chosen, in the period when the desire to do research work had somewhat



Winfred B. Mack.

obscured the actual purpose of the funds. That is, certain projects promised to contribute little to the State's agriculture; and President Hendrick's grasp of the business relationships involved made it evident that the continuance of the work was inadvisable. Most of the projects of the Station were well chosen; but their relationship required some close study before the value of the work became evident. The work which really promised to be less fruitful was even then being forced toward a conclusion in a way which would not disturb the organization of the Station or its relations with the University.

Here, then, was a new administrator dictating the policy of a highly technical scientific department supported by federal funds giving an order which would destroy projects that had been in progress for years. Compliance was impossible. Within a few weeks, however, the relationships involved were better understood; and the President became a valued adviser in the work of the Station. It will be readily understood, however, that the President's original

attitude toward the work of the Station awakened alarm and roused antagonisms which were not allayed later by the change in attitude. In itself this incident is of little importance; it is intended merely to serve as an illustration of the way in which impulsive action aroused an uneasy and hostile feeling.

Serious criticism also arose in certain groups because at the outset the new administration seemed unwilling to engage actively in the fight against the evil forces in the town. Under President Stubbs the University had been among the leaders in the fight against gambling, the saloons, and the red-light evil. To recede from this position of leadership seemed to be a backward step, equivalent to a confession of timidity or else of sympathy with the wrong side,



The Experiment Station Building, originally The School of Mines.

although in reality nothing more serious was involved than a misdirected desire to be politic. However, it was subsequently shown that President Hendrick had quietly enlisted the cooperation of the city officials in an effort to keep the students away from evil resorts.

On the other hand, however, after a few months in Nevada, President Hendrick's rather extensive business experience made it possible for him to understand clearly the peculiar agricultural conditions in the State. He was soon in touch with ranchers and dairymen, working with them and understanding their problems.

In 1915, S. B. Doten, the Director of the Agricultural Experiment Station, decided to strengthen the work in the Department of Veterinary Science and to make it the leading division in the Station. The head of this department,

Dr. W. B. Mack, had done research work which had won for him recognition in the scientific world. The library of the Experiment Station was removed to the College Library building, and the annex which it had occupied in the Station building was now fitted up with apparatus and equipment of the latest type for the study of animal diseases.

Dr. Mack was a man of great energy and enthusiasm, but was handicapped by a body weakened by tuberculosis. He made the most of the opportunity offered him and rapidly expanded the Department of Veterinary Science into a highly efficient public-service organization. Funds were placed at his disposal by the Director of the Station and an experienced bacteriologist, Dr. Edward Records was called to the University to act as Dr. Mack's assistant; and plans were now made for the creation of organizations under state funds which would make it possible to assist the livestock industry of the State in the control of animal disease.

The Veterinary Control Service was created by the Legislature of 1915, and the Veterinarian was made State Quarantine Officer. The same Legislature created the State Livestock Commission and affiliated it with the Control Service. The development of these organizations enabled the University to check outbreaks of disease and to investigate a number of serious problems in the control of diseases not yet fully understood.

The Director of the Station now proposed to resume the study of the problems of range forage, which had been abandoned for several years because of the excessive emphasis on research. From the United States Forest Service the Station called C. E. Fleming, then in charge of the Jornada Grazing Reserve in New Mexico, to take charge of the new Department of Range Management. Before outlining any projects, Mr. Fleming made a field trip of nearly 700 miles on horseback over Nevada sheep-and-cattle ranges, returning to the University familiar with ranch-and-range conditions and ready to begin a series of studies which have made the University of Nevada known to stockmen throughout the western range country.

Additional strength and prestige were given to the Public Service Division by including in it the work in agricultural extension which was then in process of organization under the Smith-Lever Fund. The Dean of Agriculture was relieved of the burden of directing the extension work; and C. A. Norcross, former State Commissioner of Industry, Agriculture and Irrigation, was made Director of Agricultural Extension. As Commissioner, Mr. Norcross had written a series of bulletins on irrigation, dairying, hog raising and allied topics—practical and useful publications which were among the best pamphlets on these subjects published anywhere in the West. It was therefore not surprising that in the Public Service Division of the University he rapidly built up the new Department of Agricultural Extension.

Meanwhile, in spite of all the progress which the University was making in its relationships with farmers and stockmen, hostility and criticism in other groups grew continually. Finally, hoping to clear the air of baseless rumors, and to gain a better sense of direction, Governor Emmet D. Boyle secured, through the cooperation of the federal Bureau of Education, an unprejudiced survey of conditions, by agents of the bureau.

The report of the survey speaks of the lack of confidence in the administration and of the atmosphere of doubt and suspicion in the following terms: "Public interest in the University of Nevada appears to be largely compounded of partisanship, suspicion, and, on the part of many parents, concern at what are believed to be the present policies of the institution. Representatives of various groups of citizens have presented to the members of the Survey Committee complaints and criticisms which in their totality constitute a formidable

bill of particulars confirming this interpretation of the public attitude. It could serve no useful purpose to rehearse these charges in detail. Many of them, indeed, are trivial and unworthy of credence, unimportant if true, except that they register an atmospheric pressure in which no public institution can permanently thrive."¹

A reference made by this report to a widespread feeling of uneasiness in regard to the financial management of the University deserves more than passing notice. The excellent method of keeping accounts with the federal funds installed by the Board of Regents in 1911 had not yet had opportunity to prove its value. In fact, the University had apparently not realized, even after several



Charles A. Norcross.

years' experience, how heavy a burden of accounting it must necessarily assume. To equip the business office adequately to handle the funds of the University would require the assignment of ample office space, as well as a heavy initial investment in office supplies, adding machines, cash register, document files and the like. Nor could these things be purchased casually from time to time as funds became available; it was essential that the major part of the equipment be purchased in the beginning in order to give the office a chance to work under favorable conditions.

It was equally necessary that the Comptroller be given in the beginning more clerical help than would be required at a later period. Unfortunately, when President Hendrick came to the University, the business office was still struggling with the problem of developing an efficient system, with insufficient clerical assistance and inadequate space and office equipment.

The situation grew steadily worse. The business office was confused to a point where improvement became impossible, by the addition of duties wholly

¹Department of the Interior, Bureau of Education, Bulletin 1917, p. 7.

unrelated to the all-essential one of accounting. The Comptroller was also called away from his office to do many other things for the University of far less importance than the keeping of the books. He was made postmaster of the University, which up to this time had no regular postoffice system. For some time he was in charge of the University Dining-Hall. On top of all this, a plan was in progress to replace the admirable system of accounting devised by Mr. Gorman with another one, highly recommended, but in reality poorly adapted to the special requirements of the federal funds.

Under the circumstances the Comptroller could scarcely do otherwise than resign a position which no man could fill, thus giving the University a chance to realize the nature of its own financial difficulties.

When the new Comptroller was appointed he was wholly unfamiliar with the method previously used or with the requirements of the federal funds. He did not understand the new method recommended for installation; it appeared to be more cumbersome than the old and not so well adapted to its purposes. Thus, at a critical period the University had swapped accounting horses in the middle of the stream when neither animal was thoroughly saddle-broken.

In the University as a whole the situation was rapidly approaching confusion. With the business office in disorder it was almost impossible to ascertain the standing of any fund or any departmental budget. This condition alone was sufficient to disturb the work of almost every department. Moreover, it was not at all clear that the departmental budgets actually meant anything. On this topic the report of the Survey Commission makes the following statements:

"Budgets made with sincere intentions have repeatedly been broken. Heads of departments have been uncertain of the amount of their departmental appropriations; uncertain whether unexpended balances in their favor would still be available in the latter part of the fiscal year; uncertain which official should be approached for funds to carry on needed departmental work. Nearly every department head interviewed by the committee reported these difficulties and complained especially of the instability of departmental budgets. Confusion has reigned, not altogether unmixed with distrust."²

Even worse, however, than the situation in the business office was the uncertainty of members of the faculty concerning the security of the positions which they held. On this topic the report of the Survey Commission says:

"Coupled with the widespread feeling of uneasiness in regard to the financial management of the University is the not uncommon belief that the tenure of members of the faculty is precarious. Certain persons think that professors are likely to be dismissed suddenly, arbitrarily, and on grounds that are actually sinister, whereas the reasons publicly assigned for such dismissals may be irrelevant to the true causes. Time and again the committee was seriously assured that if the forthcoming election placed certain candidates on the Board of Regents, then certain professors long in the service of the University and highly regarded by the community would be dismissed. The unanimity with which this opinion appeared to be held by the persons who interviewed the committee is very significant."³

Under the conditions of uncertainty and nervous tension described above, the faculty soon split into groups and factions. The air was filled with whisperings of plot and counterplot, with rumors of changes to be made and dire things about to happen.

²Department of the Interior, Bureau of Education, Bulletin 1917, p. 32.

³Department of the Interior, Bureau of Education, Bulletin 1917, p. 8.

On the whole, in the State and on the Campus the feeling was greatly strained, becoming finally too partisan to permit the recovery of public confidence. The storm of comment and criticism raged more fiercely than any one not experienced in university tempests would believe possible!

In the election of the autumn of 1916 the affairs of the university administration became a political issue, a situation made possible by a law under which a majority of the Board of Regents were chosen at each general election. The statute of 1905, which had increased the board from three members to five, provided that the four long-term Regents should hold office for four years each and that the single short-term Regent should hold office for two years. At each general election a majority of the Board of Regents would be chosen by the voters.

Under the provisions of this law, three new members were elected. None of them had previously served the State as Regents; but with the older members they directed the affairs of the University wisely and well through the most difficult period in its history. Among the new members there was a woman, Mrs. Edna C. Baker, the first woman Regent of the University.

In January, 1917, President Hendrick resigned, entering the field of banking in California, where his knowledge of western agriculture won him success.

The Survey Commission of the Bureau of Education felt that the state law under which a majority of the Board of Regents were chosen at each general election could only result in unstable and dangerous conditions in the University. They recommended a change to a longer term of office; and, in partial compliance with their recommendations, the Nevada Legislature of 1917 passed a law increasing the term to ten years and providing for the election of only a single Regent at each general election.

In spite of the atmosphere of doubt and uncertainty which prevailed throughout all this period of antagonism and loss of confidence, the members of the faculty under the kindly supervision of the deans did the central, vital work of teaching in classroom and laboratory faithfully and well. The public-service work in new fields and old became increasingly practical and useful.

The steady growth of the high schools of the State, due in part to increasing wealth and population, caused a corresponding growth in the student enrollment in the University. Between 1910 and 1918 the high-school attendance in the State was more than doubled. Straight through the three disturbed years of this period there was a steady increase in the regular enrollment of students in the College of Arts and Science, the College of Agriculture, and in the Schools of Mining, Civil, Mechanical, and Electrical Engineering. In fact, in 1916-1917 the total attendance of regular students in these divisions was greater by 50 per cent than it had been in 1913-1914, the final year of the previous administration.

Judged very broadly and kindly, the underlying purpose of all the anxious criticism of the University was good. It was, in fact, a testimony to the strength and the purity of the people's ideal of what a state university should be. It spoke of the esteem in which the people of the State hold the University, and it was in a true sense a tribute to the work of its founders.

Perhaps, under all the circumstances, the historian may be permitted to say to the people of his State that the University is a plant which is naturally inclined to grow and do well; it is not really a tender plant or it might otherwise have withered long ago in the burning heat of public criticism. Still, even the hardiest shrub, thoroughly acclimated to the hot little whirlwinds of the Nevada desert, can hardly be expected to thrive if the people will persist in

anxiously pulling it up by the roots at intervals to see whether it is growing properly.

A number of important changes in the faculty occurred in this period. Among them may be mentioned the appointment of A. E. Turner as Master of Lincoln Hall, where he was destined to exert a good influence over hundreds of young men for a period of nearly ten years, an influence terminating only with his death in 1923.

In 1915, with the assistance of George Wingfield of Reno, a banker greatly interested in live stock, the University leased a stock farm for instruction in animal husbandry in the College of Agriculture. The Legislature of 1917 appropriated funds for the purchase of the farm and for the construction of an agricultural building on the University Campus.

Thus the substantial work done by Gordon H. True and C. S. Knight in the College of Agriculture led to the recognition of this school by the Nevada Legislature.

The new farm was excellently adapted to its purpose. It is a tract of more than 200 acres of fertile and well-drained land lying on the Reno-Carson highway only a few minutes' run from the University by automobile. During the first season, part of it was planted to grain and the remainder was used for hay and pasture. Fences and corrals were built, and a good well was drilled. The well now provides an abundant supply of warm water for the stock in winter. The farm was stocked with the animals then belonging to the University; and others were added through loans and donations by leading stockmen of the State.

There was every prospect that the sales of live stock from this farm would provide a considerable income, but from the outset a mistake was made which became a source of trouble in later years, for it was assumed that the income from sale of surplus animals would be sufficient to pay not only the entire cost of operation but in time even the cost of the farm itself. President Hendrick advised the purchase of the farm by means of a state bond issue. He recommended in his unpublished report for the biennium 1915-1916 that the University place the profits of the farm in a sinking fund to pay off the bonds as they fell due; and he stated that an examination of the income from the farm in the biennium in question would show the feasibility of the plan.

In later years events showed that this estimate was far too optimistic; still the acquisition of the farm was a most important step, for the old quarters at the race-track, long occupied by the Department of Animal Husbandry through the courtesy of the State Agricultural Society, were only a makeshift. Because of federal restrictions the Experiment Station Farm of sixty acres lying just east of the University could no longer be used by the Department of Animal Husbandry. Evidently it was in every way desirable that in a State where sheep and cattle are the leading agricultural products the University should have a well-equipped stock farm.

Progress was made in other ways in spite of disturbed conditions. The relationship between President and Board of Regents in the University was clearly defined for the first time in a set of by-laws adopted by the board. These by-laws won the commendation of the Survey Commission of the Bureau of Education, to whose report so many references have been made.⁴

On the whole, the men who served the State as Regents of the University during these years are entitled to look with satisfaction upon the progress made by the University under their general supervision during this period.

⁴Department of the Interior, Bureau of Education, Bulletin 1917, p. 28.

The work in public service was unified and strengthened, and an effective organization was created which proved exceedingly important in later years in the control of animal diseases.

Year by year, in spite of disturbed conditions, administrative and financial, the vital work of the University, the patient and skilful teaching of successive classes, went forward steadily and well. This fact alone speaks volumes for the strength of the organization built up by Doctor Stubbs and for the permanence of its high standards.



President Walter E. Clark.

CHAPTER XII

Clear Vision, High Purpose, and Rapid Growth — 1917 – 1924

IN AN EARLIER chapter we have spoken of the interest in higher education shown by enlightened governments throughout the centuries of human history. We have seen that in America colleges were opened almost as soon as the forest was cleared away—nine colleges before the Revolution. We have seen that the idea of free education was cherished by the founders of the Nation, and that with national expansion the land-grant colleges grew with the growth of the States, offering to youth in splendid freedom the gift of higher education.

Then, in a later chapter, we have seen that in Nevada the adventurous throng who crossed the Sierra and the deserts into the new land of silver brought with them, clearly formed in their minds, the ideal of the state university, writing it into the Constitution of their new State, and within a generation giving it reality on the present Campus. Step by step we have traced the upward progress of university education in Nevada, and we have seen how admirably Doctor Stubbs built upon the foundation laid by the earlier presidents.

Now, in a final chapter, we will sketch the remarkable progress of the University under new leadership in the seven years between 1917 and 1924, a period of consistent effort and rapid growth, increasing friendliness and harmony, and new enthusiasm and idealism; and a period of appreciation and support, in Nevada and in the college world at large.

Throughout the year 1917 Robert Lewers again acted as President, playing his part so quietly and well and with so little assumption of authority that when he died, five years later, after more than thirty years of service to the University, Regents and faculty scarcely realized how effective his work had been or how wise.

In 1917 there were two great problems to be solved: The business office must be put in order immediately; and a new President, strong in training and experience, must be called to the University.

Early in the year the Regents found the best possible solution for the first problem by recalling the former Comptroller, Charles H. Gorman, from a position in the Reno National Bank, where a renewed contact with bank accounting had given him increased skill and experience. Mr. Gorman had before him a hard set of problems in the university business office. The situation was rather acute; the confused condition in the office had been pointed out with more definiteness than knowledge of causes by newspapers and committees. The only possible way out of the difficulty lay in a complete rewriting of the books—all the accounts with all the funds for a period of many months in accordance with the system originally adopted. The Regents gave all possible encouragement to this revision; and within a few months the office was again in a position to lend assistance to the work of the University.

The closing days of 1917 marked the beginning of a new period in the history of the University, for, late in December of that year, a new President came, to take up the work and carry its development forward with the same underlying motives and the same sense of direction which had been the foundation of the life-work of Doctor Stubbs. Experience had shown at last that the financial side of the work of the University is only the material means to forward a spiritual purpose.

Truly the conduct of the University as a well-ordered business house is important; it is fundamentally important. Neglect will lessen public confidence and will hamper the success of the entire university enterprise; but, in a sound view of the field of service, finance falls into its own place and appears subordinate, an assistance to the one great central demand—the training of young men and women into efficient citizenship and high character.

We have referred to the presidential address delivered by Doctor Stubbs in November, 1910, before the New Haven meeting of the American Association



Comptroller Charles H. Gorman.

of Agricultural Colleges and Experiment Stations, in which he gave as his answer to the question, "What Is of Most Worth in Modern Education?" the statement that in all education the thing best worth while is the formation of character. This answer takes on added emphasis when we reflect that the address was given before a national convention which was primarily interested in vocational education in agriculture and mechanic arts.

Yet in 1923 we find President Howard Edwards of Rhode Island, in his

presidential address before the Chicago convention of the association, striking the same note and stating deliberately that the central purpose of the land-grant colleges of America is to "transform selfishness and greed into love and service. It is to make the weak strong, but strong for the common welfare.

"Above all other colleges, there lies upon the State College and University the obligation to produce good citizens."¹

Thus, in the present age of material invention and enormous wealth, in a gathering of men interested primarily in education for agricultural efficiency, we find character receiving more emphasis than mental attainments, and see unselfishness lifted to a higher plane than exact scientific knowledge.

The one really essential feature of the progress made by the University between 1917 and 1924 was the fact that it again clearly conceived its highest



Agricultural Building.

purpose and set its sails toward the old star. With this essential purpose in view, it is easy to explain the progress made by the University in the short period in question, the restoration of the old-time harmony with an increasing friendliness and good fellowship in faculty relations, the coming of new life and a higher spirit into the work of the student body.

President Walter E. Clark came to the University of Nevada with a preparation and experience in education fitting him well for the work which he was to undertake. Education and experience alone, however, would be insufficient to account for his immediate success. Certain personal qualities had been the foundation of his achievements in New York; and the same qualities now made it possible for him to win from the start the loyal support of faculty and students.

Before coming to Nevada, President Clark had given sixteen years of professional service to the College of the City of New York. Born in Ohio, he was the son of a leader in educational work, in which his father, at one time Superintendent of Schools, had made for himself an honored name. The elder Clark

¹President's Address, Association of Land-Grant Colleges, November 13-15, 1923.

gave up his work in education to enter the ministry, consecrating himself to work among the poor. Within a few years he sacrificed his life to his calling, leaving his son, then a boy of 5, poor and fatherless. Young Clark entered the Ohio Wesleyan University at the age of 18 and earned his own way through the college where his father had been educated.

He entered Columbia University in 1899, where he was granted the degree of Ph.D. in 1903. While pursuing his studies at Columbia he formed his first professional connection with the College of the City of New York. From 1903 to 1908 he acted as resident-and-settlement worker at Greenwich House. Here he gained a first-hand knowledge of conditions among the poor, which helped to broaden his sympathies and to concentrate all the leading motives of his life around one purpose—to be of service in the field of education. Doctor Clark's progress in the College of the City of New York came slowly with his own growth and the demonstration of his ability. As the years passed, the articles



Student Army Training Corps, 1918.

which he published on economic subjects began to attract attention, and he won recognition by papers upon such subjects as corporations, trusts, the tariff, income tax, and the cost of living. The energy, directness, and force of his lectures gave him prominence as a speaker on economic topics in New York, and he was in demand as a lecturer before organizations of employees of the New York banks. He also gave important series of extension lectures before groups of people prominent in the social and financial world.

To the presidency of the University of Nevada Doctor Clark brought experience, energy, and a philosophy of life which gave to character the high place assigned to it by students of education from the time of Plato to the present day.

President Clark had scarcely time to get his bearings in his new position before America's participation in the World War absorbed every energy of the University into war service. Upon the declaration of war in 1917 President and faculty alike bent every effort to assist in the winning of the war. The public-service departments especially were called upon to give immediate aid to the great work at hand. First of all came the need of producing the largest possible supply of food for the use of America and the Allies. The College of Agriculture and the Agricultural Extension Service made a rapid survey of Nevada's resources, and with great enthusiasm entered into the effort to mobilize

every irrigated area and every backyard garden into the service. Meanwhile the Agricultural Experiment Station recast its whole program of work in a way to encourage increased production of live stock. The State Veterinary Control Service worked efficiently in the same field.

With the progress of the war, the imperative need of trained mechanics was felt by all the allied countries; and the American universities were called upon to train men rapidly for this most important field of service. The Campus was transformed overnight into a military training camp. In August, 1918, a substantial barracks building and mess hall for two hundred men was put up on the Campus in less than three working weeks. The shops and machinery



Governor Emmet D. Boyle.



Governor James G. Scrugham.

of the College of Engineering, for working in iron and wood, were turned over to the soldiers.

Meanwhile, through one of its Alumni, the University gave to the State and Nation an additional war service. Throughout the period of America's participation in the World War, Emmet D. Boyle, a graduate of the University of the class of 1899, was Governor of Nevada. He served the State with signal ability in one of the most difficult periods in American history.

In 1923 Governor Boyle was succeeded by J. G. Scrugham, whose successful work in the development of the College of Engineering was sketched in some detail in earlier chapters. Dean Scrugham was granted a two-year leave of absence in 1917 to become State Engineer of the State of Nevada. In this field he did very important work in the adjudication of water rights on the Humboldt River and on the other streams used in irrigation in this State.

Upon America's entrance into the World War he entered military service, where his knowledge of engineering and his ability to handle men and affairs won him rapid promotion and honor. He rose to the rank of Lieutenant-Colonel,

and was Chief of the Artillery Carriage Section in the Ordnance Department. At the close of the war he returned to his duties as State Engineer. In this office he made many friends, and showed unusual ability to conciliate factions and to secure the acceptance of just and liberal views in the settlement of ancient disputes over water rights. In 1923 he was chosen by the people of the State as Governor.

Thus the University of Nevada has furnished the State with two successive Governors—one from the student body; the other from the faculty. In their service the University takes pride.

The older members of the faculty were proud and glad to give their best efforts to the instruction of recruits, thus doing their part toward war service. Meanwhile the Campus was stripped of the young men of the student body. Most of them were of military age; they had been trained in the Cadet Corps of the University, and, coming from the mining camps and ranches of the State,



Nevada Scores!

they formed a hardy and courageous body of men. In students and Alumni, the University of Nevada sent to the war a group of young men of whom the State was more than proud.

When the Armistice was signed, there were 392 stars on the service flag of the University, and 17 were gold stars recording the supreme sacrifice.

In 1920 President Clark expressed his ideal of the central purpose of college education in the beautiful "Book of the Oath," whose hundred vellum pages, bound in the blue and silver of the college colors, are planned to form a permanent record of the pledge to service and high ideals of each successive class of graduates for a hundred years. In this book there are now listed the names of the University's Roll of Honor of the World War, seventeen lives given in military service. On one of the pages their names have been engrossed as a shining illustration of the meaning and the spirit of the Oath.

A unit of the Reserve Officers Training Corps was established at the University in the autumn of 1916. The creation of this corps by Act of Congress gave to the military training a new and more definite purpose. The War Department, in earlier years, under the provisions of the Morrill Act of 1862 had prescribed a course of training running through all four years of college life. Students completing the course were given commissions as reserve officers in the Army.

After the establishment of the R. O. T. C. unit the following changes were made in the routine of military training: Instruction was made compulsory only in the first two college years; selected students receive instruction in the third and fourth years. Additional and modern equipment was furnished by the War Department, and the instructional staff was more than doubled. Uniforms, formerly purchased by the students, are now furnished by the



Government; and there is practically no expense to students in connection with military training. The Military Department is now on the same basis of academic credit as any other university department.

Since September, 1917, the officer in charge of this department has been Colonel John P. Ryan, whose influence upon the young men has been of the best, combining firmness with high ideals and a fine standard of courtesy and manliness.

With the close of the war and the return of the work of the University to

FIFTY YEARS' ENROLLMENT

	Arts and Science	School of Mines...	Agriculture	Mechanical and Electrical Engineering....	Civil Engineering...	Normal School...	Summer Session	Short Courses...	Specials and Unclassified	Graduates	Preparatory High School	Commercial High School	Total
1874-1875....													12
1875-1876....													16
1876-1877....													27
1877-1878....													30
1878-1879....													35
1879-1880....													24
1880-1881....													25
1881-1882....													29
1882-1883....													31
1883-1884....													30
1884-1885....													34
1885-1886....													30
1886-1887....													35
1887-1888....	49	4	5			18					29		143
1888-1889....	27	8	5			36					62		137
1889-1890....	25	9	3			36			17		17		163
1890-1891....	33	10	5			35			19		61		154
1891-1892....	27	15	3			36			31		42		184
1892-1893....	38	19	5			40			38		44		179
1893-1894....	31	23	6			47			39		33		265
1894-1895....	49	29	6			67			72		42		335
1895-1896....	70	44	5	8	2	87			34		39	46	347
1896-1897....	73	54	2	5	4	81			34		55	39	335
1897-1898....	70	58	1	5	5	67			39		59	31	325
1898-1899....	69	52	1	5	4	68			43		48	35	322
1899-1900....	65	47	2	8	9	58			55		37	41	308
1900-1901....	61	59	3	5	7	47			48		40	38	339
1901-1902....	73	52		14	4	53			52		53	38	297
1902-1903....	76	66		18	5	24			57		53	18	258
1903-1904....	58	49	1	20	5	11			45		51	18	257
1904-1905....	55	44	1	26	7	13			38	3	69	1	284
1905-1906....	53	38	1	25	6	11			88		62		343
1906-1907....	49	49	1	16	6	23			92	3	101		316
1907-1908....	46	47	1	22	8	19			47	1	125		202
1908-1909....	53	32	1	21	6	31			55	3			220
1909-1910....	63	29	5	21	12	18			68	4			212
1910-1911....	66	28	10	24	5	18			55	6			275
1911-1912....	86	19	15	31	7	23			90	4			404
1912-1913....	104	19	24	38	7	18	86		102	6			361
1913-1914....	101	20	23	39	8	24	47	7	81	11			473
1914-1915....	113	26	32	49	14	28	61	24	110	16			488
1915-1916....	168	25	46	40	10			47	138	14			587
1916-1917....	168	27	41	52	14	40	123	25	86	11			520
1917-1918....	133	18	24	32	11	42	101	118	30	11			371
1918-1919....	115	16	25	35	9	21	70	33	42	5			567
1919-1920....	151	29	41	55	15	26	118	19	106	7			718
1920-1921....	233	41	46	83	12	20	112	47	111	13			875
1921-1922....	328	52	56	97	21	29	110	39	118	25			1007
1922-1923....	389	58	56	123	33	21	167	37	101	22			1020
1923-1924....	432	43	69	126	41	24	135	30	85	35			

its usual channels, there came a sudden and unprecedented increase in student enrollment.

Because 1924 is the fiftieth year in the life of the University of Nevada it is of more than passing interest to pause for a moment and look back over the growth of the student body. We have prepared a table to show this growth from the beginning of the Elko period. The table is an interesting abstract of the teaching service of the University; but it is, of course, only an imperfect index to the total service of the institution, which includes the work in extension and in the scientific laboratories of the Public Service Division. (See page 164.)

The growth of enrollment in recent years shown by this table is astonishing. Let us examine the figures for a moment, setting aside, however, all enrollment in the preparatory department and in short courses and in the summer session, and considering only the enrollment in the four college classes and in the Normal School, with full-year students either not classified or else enrolled in special courses. Such examination will show how rapidly the attendance increased after the war. The following figures illustrate this in a very striking way:

1918-1919.....	285	full-year students enrolled
1919-1920.....	430	
1920-1921.....	559	
1921-1922.....	726	
1922-1923.....	803	
1923-1924.....	855	

In 1923-1924 the attendance was three times as great as it was in the final year of the war. Even if we assume that the total for 1916-1917, the year of America's entrance into the war, represents the normal attendance under the conditions, still we find that the table shows an increase from 439 to 855 in the enrollment in the groups selected for comparison, a growth of almost 100 per cent.

A very interesting comparison may be made on still another basis. This time the figures cannot be taken from our table, but must be tabulated separately from the lists published in the Registers and Catalogs of the University. Let us make the narrowest possible selection in order that the figures may be most justly compared. We will choose this time only students from Nevada, and only those regularly registered in the four college years and in the State Normal School. All short-course students will be omitted, and all special and unclassified students. We will express the growth of attendance from Nevada in this limited section of the student body not as a table but as a chart showing graphically the increase in attendance throughout the period between 1894 and 1924. (See page 166.)

Charted in this way the figures show many variations in the ascending line. It drops down in certain years because of social conditions in Reno; it rises steadily after those conditions were remedied. It comes up sharply as we approach the war period, and drops as it should when the Campus was called to the colors. Then it climbs rapidly through recent years to a point where it is practically twice as high as it was when America entered the war.

It must be remembered that these figures cover only a portion of the student body, and only a part even of those enrolled from Nevada. When to these figures we add the considerable number of Nevada students not classified or else enrolled in special courses and compare the total with the small population of the State, we have good reason for asking whether there is another State in the Union which sends so high a proportion of its sons and daughters to its State University.

Throughout all America there has been a renewed interest in university education, and an increased attendance, for which a student of the movement assigns the following reasons:

"If we trace this rising current of educational enthusiasm to its source, instead of merely watching its flow however, we learn a truth which, though disappointing in itself, aids us in guiding the stream into the proper channel.

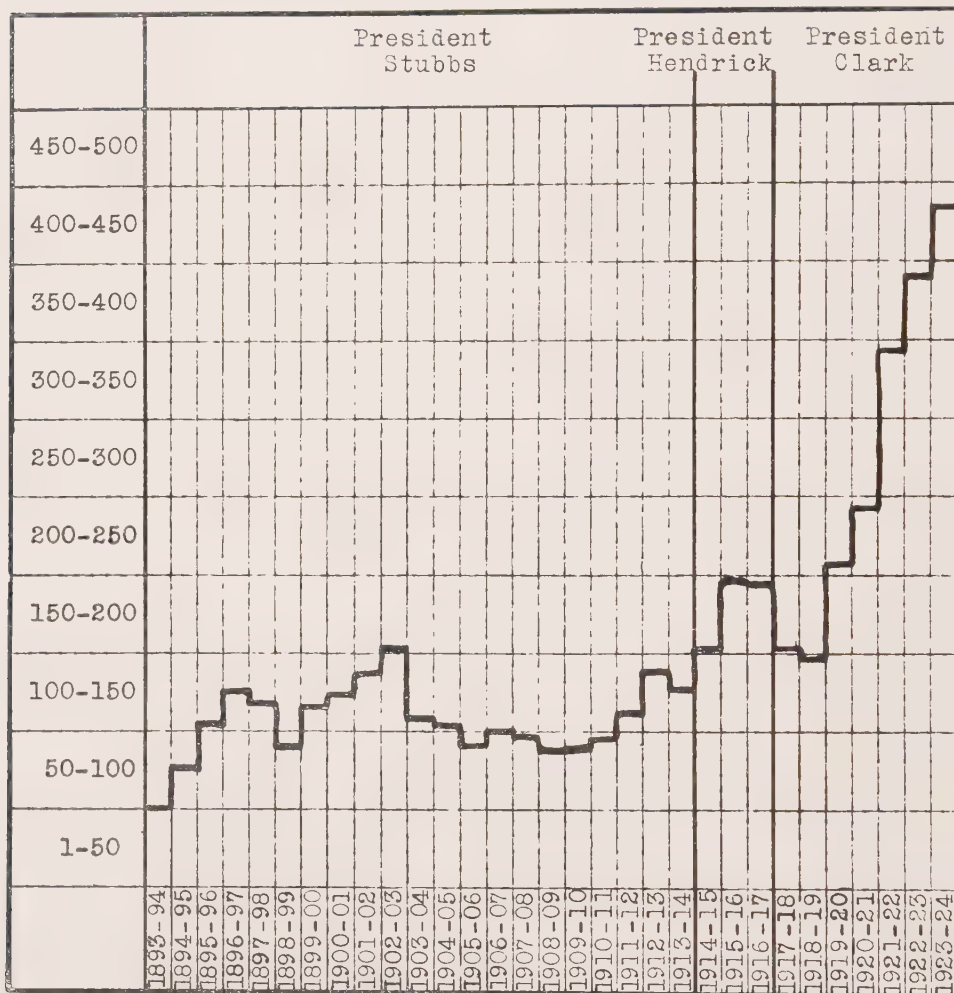


Chart Showing the Growth in Regular Enrollment in the Four College Years,
from Nevada Only.

Our economists are pretty much of one mind in attributing this increasing desire for learning, not to a call for a higher cultural level, but to the sordid needs of mere existence. And they are right. The United States is passing the stage where riches were at hand for the taking, whether the takers were efficient or inefficient, whether they were adequately prepared for their undertakings or were not prepared at all. The proportion of persons who can muddle through to a very considerable economic success has diminished to a negligible fraction. There is keen competition already; there will be a real struggle for place shortly;

and these seekers, dimly realizing the fact, are by way of getting ready for the fray."²

The lesson of all this is obvious. It is the same for Nevada as it is for every State in the Union. The children of this State must be fully educated if they are to compete successfully when they are grown. The school system is not a burden to be carried, but a responsibility to the children to be met year by year. The earlier history of the State has shown in what a cheerful spirit our people met this responsibility, even when self-sacrifice was required. Under these conditions Nevada has built well in her system of high schools and University.

In Nevada the foundation of the increased attendance in the University has been the growth of the high schools of the State.³ However, it is quite possible that the high schools might grow without a corresponding growth in the University if an increasing fraction of the high-school graduates were to attend colleges and universities in other States. The natural tendency of Nevada graduates would be to go to their own University; still it is very desirable to let the high-school pupils and their parents know what an opportunity the University really offers.

For the last five years President Clark has made a most earnest effort to bring before all the high-school graduates and their parents the fact that in the University of Nevada there is an unequalled opportunity for free higher education at the expense of the State. A university bulletin-board has been placed in every Nevada high school, and on these boards the news of the Campus has been displayed. The college paper, *The U. of N. Sagebrush*, has been used for the same purpose; it has been mailed regularly to every high-school senior. For several years annual basket-ball contests for the high-school state championship have been held at the University, and the contestants have been guests of the college dormitories and the fraternity and sorority houses. The message of the University has been carried by the President himself, by members of the teaching staff, by workers in university extension and members of the Public Service Division, by Regents and by the Honorary Board of Visitors.

From the beginning the presence of the University gave force and purpose to the movement for new high schools in Nevada. In 1887 when the first college work was given in the new University in Reno, there were only 6 high schools. In 1894, when Doctor Stubbs was made President, there were 9. By 1904 the number has increased to 11. Within the next ten years, many others were established; and in 1923 there were 27, and high-school work in certain subjects was being given in several other Nevada schools. Even in the absence of the University, a large part would have been established; but from the outset the University stimulated the founding of new high schools.

The accrediting system aroused local pride. The University system of athletics and of student organization set a standard which was promptly copied. Interathletic contests among the high schools developed an intense rivalry. Community pride was stimulated to the point where financial resources were often strained to provide the most modern and best-equipped buildings, many of which are models of usefulness and structural good taste. Meanwhile, with increasing effectiveness, the University prepared young teachers to take charge of special departments in the high schools. There is no other group of its Alumni upon whose service the University can look with greater pride and

²E. M. East in *Harvard Graduates' Magazine* for December, 1923.

³The following approximate figures illustrate this growth:

Pupils in attendance in Nevada high schools—

1907.....600	1918.....1775	1923.....2657
1910.....800	1922.....2443	

satisfaction than upon the Alumni who are teachers in the high schools of the State. The State Normal School has been of great service to the high schools in providing skilful teachers for the lower grades, teachers upon whose thorough work the high schools themselves have built. In all probability there is not another State in the Union whose university has been more effective in raising the level of popular education.

On the whole, in Nevada the most important force contributing to increased attendance in the University has been the University itself in its effect upon the high-school system of the State.

Certain effects of the increase in attendance are of too great importance to be passed over lightly. One of these effects is the limitation upon attendance from other States which must follow, because in Nevada the income of the University cannot increase in proportion to enrollment.

Of course, the income from the federal endowments for instruction is of great importance; it now amounts to nearly \$60,000 annually. In addition, there is the income of \$6,000 from the endowment of the Mackay School of Mines. Except for these endowments, however, the entire cost of instruction and maintenance, salaries, clerical labor, supplies of all kinds, the upkeep of buildings and grounds, must be met by the State. In addition, there is charged against the state funds of the University the cost of heating and lighting all the public-service buildings. Now any increase in attendance, no matter how great, brings no increase in the federal endowments; and the entire additional cost must be met by increased state taxation.

One reason why in 1920 President Clark proposed to limit the attendance is the fact that the increase which threatens to overwhelm the University will not come from Nevada, but very largely from the outside, and in the main from California.

Under these conditions the Regents have been obliged to revert to the original purpose of the founders of the University which was to provide an opportunity for higher education for the children of Nevada; they were obliged to consider the purpose of the federal endowments which aimed to provide in each State, for its own children, an agricultural and mechanical college. Only the Mackay School of Mines has essentially a broader outlook, a fulfilment of the hopes of the founders of the State—to make accessible to all America the unsurpassed opportunity for education in mining.

It would be hard to improve upon the plan adopted for the restriction of enrollment: To set no limit whatever upon attendance from Nevada and not to restrict attendance from other States until the total from Nevada shall have reached 600, and after that to enroll from other States a total of only half as many as had registered in the previous semester from Nevada. This is fair; and, as we have seen, it is in line with the prophetic statements of the members of the Constitutional Convention.⁴

The population of Nevada seems destined to remain small in comparison with that of the other States. It is improbable that within a generation the university enrollment from Nevada will exceed 600. Even with an addition of 300 more from other States the total will still fall below 1,000. The limitation of attendance will make it possible to plan for a perfect working plant to accommodate 1,000 students and to look ahead and lay financial plans to care for such a student body in the right way.

The size of a university is not necessarily any index to the quality of its work any more than is the size of a building an index to either its architectural perfection or its usefulness. It is in fact possible so to plan either school or

⁴Nevada Constitutional Debates and Proceedings, pp. 580-581.

building that there will be beauty and dignity and high usefulness within the scale on which it is designed.

President Clark's plan for the limitation of attendance, unique at the time of its adoption in the whole system of land-grant colleges, will make it possible for the University in its service to the State to work steadily toward the realization of the motto proposed by Clarence Mackay, "Keep your standard of life high."

At the time when the Regents adopted the President's policy of restricted enrollment and of payment for tuition by students from other States, they adopted another policy of far-reaching importance, the restriction of the courses of study very largely to undergraduate work in the following colleges: Liberal Arts and General Science, the Mackay School of Mines, Civil, Mechanical, and Electrical Engineering, the State Normal School, and Agriculture and Home Economics.

The departments of instruction which have been founded are based upon the leading industries of the State. The School of Mines was founded in response to the early and continual demand for training in this field. The College of Agriculture with its University Stock Farm is training men along the lines of another basic industry. Young men are trained in engineering to serve in the development of Nevada's resources, in the development of power, and the reclamation of the desert. In the School of Education young men and women are trained into effectiveness as teachers; and in the School of Arts and Science they are prepared to take up the study of law and of medicine and other professions.

To go beyond this program, to enter the field of the professional schools of law, pharmacy, dentistry, or medicine, would evidently be out of place in the University, for in any one of these special fields the enrollment would be very small and the cost utterly out of proportion. Moreover, in America professional standards of preparation are high and are steadily advancing; the student who hopes to compete successfully on a high plane in any one of these professions must seek the best of preparation. The University of Nevada in all of her schools and colleges now meets the high standard set by other universities; and her standard is actually higher than that of many of the smaller colleges. It would be impossible to present courses in the professions named without falling far below this standard of excellence.

The wisdom of this whole policy of restricted enrollment, and limited but thorough courses of study, is shown by the fact that under the peculiar conditions of life and industry in Nevada it is essential to keep the organization elastic. The University is only partly supported by federal funds. These do not vary; but the sums received from taxation vary with the assessable valuations in Nevada. At any time, with the discovery of another Tonopah or Goldfield, the population and the assessable property may increase greatly. If under these conditions there were to be a corresponding increase in the number of colleges and in the courses of study offered in the University, then, with the inevitable later decline in the new mines and the falling-off in population and taxable valuations, difficult and serious readjustments would be imperative in the University in correspondence with the diminished income. All these conditions emphasize the wisdom of the policy adopted by President and Regents.

Since 1921 very important progress has been made in the business system and financial control of the University. The business office has become a perfect working unit, assisting the work of every department on the Hill; the system of accounting used by the University has been widely copied in other institutions. The Legislature of 1921 took a forward step, which has meant much to

university progress, by doing away completely with the old system of special appropriations and adopting the modern method of a level tax levy, to cover the whole annual cost of the University to the State. A tax rate of 9 cents was established for general operating expenses; a rate of 2 cents for the Public Service Division; and, best of all, a tax of 2 cents for a permanent construction fund which will make it possible to erect on the Campus a new building costing approximately \$100,000 every third year. This tax levy was renewed by the Legislature of 1923; and it is to be hoped that it will be maintained by successive sessions for many years to come, for nothing is of greater importance in educational work than to be able to plan for years in advance, relying upon a stable income with which to carry out plans made in the interest of the young people of the State.

The Legislature of 1921 granted permission to the Regents to make a moderate charge for the tuition of students from other States. For the first semester the fee was set at \$30; it was subsequently raised to \$50 for each semester. This is fair alike to the student and to the taxpayers of Nevada. The revenue from this source has been of great importance in recent years, for it has made it possible to meet all expenses in spite of the great and rapid increase in enrollment, and it will enable the University to go before the fourth successive Legislature without a deficit.

Before leaving this subject of increased attendance, it is well to recall the fact that the effectiveness of the instruction in the University in past years has come from the small attendance and the close friendly contact between teacher and pupil. This invaluable advantage must be preserved for Nevada students.

However, it is well also to note the fact that in undergraduate work too small an attendance has a depressing effect upon the morale of the classes. On the whole, the recent great increase in enrollment has had immediate good effects upon college life and work. In moderately large classes there are always students, of strong personality and keen intelligence, who act as pacemakers for the others. In the larger student body there is a zest and a thrill in student activities from the presence of mere numbers, and there is novelty and interest in social contact with students from other States and other lands. In the larger group it is always possible to find students who have special talents in music, dramatics, or debating to serve in student organizations maintained with difficulty where numbers are smaller.

The great increase in student enrollment has made it necessary to increase the teaching staff by about one-fifth, and it has been necessary at the same time to make a substantial advance in salaries of teachers to keep pace with the advancing costs of living. Even now the standard of salaries in Nevada is somewhat below the average for similar positions in other publicly supported institutions. It is evident that the solution of the problem of increasing the teaching force, while at the same time advancing the standard of remuneration, necessarily called for careful planning and administrative skill on the part of Presidents and Regents.

In 1918 there was also a return to the old democratic standard of earlier years in meetings of the faculty; the University Senate which had existed since 1914 was abolished, and since 1918 all the members of the faculty have shared in its decisions. Through well-chosen faculty committees the faculty worked in splendid cooperation, reshaping the courses of study, advancing standards of scholarships, following up delinquents, and defining clearly the relationships between departments and between the University and the high schools. The spirit of cooperation and of free expression of opinion awakened new enthusiasm and interest, and the good effect was felt in the teaching in

the classrooms and the laboratories. In this the faculty reflected the spirit of President Clark who from the outset of his work in Nevada has thrown himself into the work of the University with intense earnestness and energy.

Another change made in recent years whose importance can already fairly be estimated has been a partial return to the original purposes and requirements of the School of Liberal Arts. The history of this school has been given in detail in earlier chapters. It was traced from an initial period of prescribed studies, with few electives or none, through a later period where almost the whole course was elective and its value depended largely upon the tact and skill of faculty members in guiding students to a wise choice of electives. The change was, of course, only part of a general movement in education affecting the whole American college system. Concerning this movement a recent writer says: "The classical system which gave a sound drill in fundamentals, which aimed at developing and enriching the mind by studying thoroughly a few masterpieces of constructive human effort so selected as to fit one and all—and a grand old system it was—has given way. Civilization became too complex for it. The fund of knowledge to be handed down was too great. Necessity brought acknowledgment of the truth of the well-abused phrase: 'This is an age of specialization.' There may be valid differences of opinion as to when the individual should restrain his desire for breadth and begin to grow deep and narrow, but all are in agreement that he must embark upon this course at one time or another."⁵

From earnest consideration of the need of early specialization came the thought that after all there are courses of study which can be sacrificed to this need only at too great a cost. That is, there are studies which form a mental background for all other forms of thought and learning, studies so significant in their interpretation of the relationship of special subjects to life and work that their universal value is evident. With this thought in mind the University of Nevada, with wise conservatism, has been laying the foundations again for the College of Arts and Science, in required courses and restricted groups of electives, languages and literature, history and economics, mathematics and the fundamental sciences. A little more time spent in the English classics, a little more time given to the study of human life and character in history and sociology, a moderate expenditure of time and effort to gain fundamental facts in physics and biology—will yield a most significant increase in the power to grasp in their relationships the facts in all special fields of thought and work. These are the considerations which make so significant the return to more definite requirements in the College of Arts and Science.

On the other hand, the specialization provided for in this college has been given a more definite direction by the establishment of well-defined courses preparatory to the study of law and medicine. In earlier years this function of the College of Arts and Science was recognized in the provision of electives. Faculty advisers aided students in the selection of courses of study which would later be of the greatest service to them in their professional work. Many a graduate, for example, has had good reason to feel grateful to Professor Frandsen and to Doctor Maxwell Adams for the sound and thorough training received in biological and chemical science as preparation for subsequent work in medicine.

In recent years, however, the whole field of the studies which prepare for law and for medicine has been carefully examined, and the entrance requirements of the leading colleges in these professions have been closely studied. As a result, the premedical and prelegal courses have been better adapted than ever before to their highly important purposes.

⁵E. M. East in *Harvard Graduates' Magazine* for December, 1923.

Among special courses in the College of Arts and Science which have recently been offered there is a course in journalism, giving excellent training in news-writing and editorial work. In addition, there are courses in commerce; and a course of training for nurses is given in cooperation with Stanford University.

In the College of Agriculture and Home Economics important readjustments have been made in the courses of study, bringing them under practically the same credit requirements as those of the College of Arts and Science, and



Doctor Maxwell Adams,
Vice-President.

making it possible to present additional work in economics, literature, and history in the School of Agriculture.

Throughout the University the entrance requirements were carefully adjusted to the work of the Nevada high schools, and a higher standard than in the past was set for high schools outside the State. The old system of accrediting, which in earlier years had stimulated the growth and progress of the Nevada high schools, had served its purpose, and was replaced by another method. Under the new plan, graduates of the high schools are closely observed while freshmen, and the quality of the high school is judged by the progress made by its graduates. Reports upon the work done by the freshmen are sent to the high-school principals, thus enabling them to strengthen weak courses in their schools.

Another important development in this most recent period of the work of the University is the effort now in progress to make the Normal School a more

efficient instrument to serve its useful purpose. In other chapters we have seen how imperative was the demand for a normal school and how keenly the need was felt even before the University itself came into existence. We have traced the development of the school from the Nevada State Normal School of the early years under the wise guidance of Miss Tupper and Mrs. Emery, and later of Doctor Romanzo Adams, to the College of Education of 1910-1914, when the normal work assumed more fully the character of electives in the School of Liberal Arts. Before speaking of the progress made in the last few years, it may be well to note that under President Hendrick in 1914 there was a change to the original name, "The Nevada State Normal School," and a plan was partly developed to make the school more widely useful. Doctor George



The Education Building.

Francis James was "Dean in Education and Director of the State Normal School" from 1915 to 1918, when he entered war service.

It was not until 1919 that the present plan to make this division of the University serve its original purpose more fully was formed and gave promise of the success that should crown the effort.

After a careful study of the needs of this division by President and Regents it became evident that there was little prospect of increased success and service until the Normal School could develop a more complete organization, and in its own building could assume the character of a distinct division of the University. Experience had shown that an offering of a few courses in pedagogics and psychology and in the history and theory of education with a limited amount of practice teaching in the Reno public schools would not meet the demand for normal training nor fulfil the purposes of this school.

It was evidently necessary to find a leader, primarily interested in the training of teachers for the public schools, to serve as the head of a group of instructors who could develop professional spirit in young teachers and train them into confident skill for their work in the rural schools and in the lower grades of the town schools. At the same time another need must be fully met by

training young men and women in the skilful presentation of special subjects in the high schools, languages, mathematics, physics and chemistry, agriculture and domestic science.

The Legislature of 1919 realized the needs and the deficiencies of the Normal School and understood so fully the handicaps under which it had worked for many years that they authorized the construction of a new building to serve this important division. In 1920 the Education Building was finished. It is a beautiful and dignified two-story brick building of much the same general style as the Mackay School of Mines. The large well-lighted classrooms, broad corridors, and excellent auditorium in this building make it one of the most attractive on the Campus and give the school a campus home in keeping with the usefulness of its work. The auditorium is especially appreciated. It is much used for lectures before large classes, and for general assemblies. The stage is arranged for use in dramatics; there is a screen and an excellent



John W. Hall,
Dean of Education.

equipment for the projection of motion pictures. In 1919 the school was granted funds which made it possible for the Dean to call to his assistance a group of special teachers trained in normal-school work and devoted to the purpose of the school.

The new Dean, John W. Hall, is a man of unusual fitness for the position. For fifteen years before coming to the University of Nevada he had been Professor of Elementary Education in the University of Cincinnati. The excellence of his work in Ohio had given him well-deserved reputation as an educator. Of lovable personality, gentle, kindly, and humorous, Dean Hall has shown a quiet enthusiasm which has already made itself felt in both the University and the Reno schools.

The cooperation between the School of Education and the public schools was made still more effective by the appointment in 1920 of B. D. Billingham, City Superintendent of the Reno Schools, as Lecturer in Education. The lecture course which he gives is of unusual interest, for it brings to the students in the Normal School the advice and assistance of a man who speaks of the problems of education from the midst of a life spent in their solution, with a background of long and distinguished service.

The last few years have been a period of rapid growth and progress in the Schools of Agriculture and Home Economics. The return of C. S. Knight to the University in 1913 from his active field work as agriculturist for the Lahontan Sugar Company at Fallon, Nevada, and his subsequent appointment as Dean of the College of Agriculture, was the cause of rapid development in this department of the University.

Dean Knight's energy and enthusiasm knew no bounds. To his optimistic spirit nothing seemed impossible. It is not surprising that between 1913 and 1920 the attendance in the College of Agriculture was more than doubled, nor even that in 1917 the Legislature granted to the University the Agriculture Building which had been needed for so many years.

For ten years the University had requested successive Legislatures to finance a "biological building" to house the work in botany and zoology. But it was not until 1917 when Dean Knight explained the possibilities of the College of Agriculture that the building was granted.

It was finished in 1918 and is one of the most attractive on the Campus. Fortunately in view of the coming increase in the student body, this building



Charles S. Knight.

was made of ample size to house the school for years to come. For several years the specialists in the College of Agriculture had worked in crowded quarters in the old Dairy Building, and had shown again that effective teaching may be done, even in the absence of adequate buildings and equipment.

In the new building laboratories and museum collections were installed for the study of the wide array of agricultural products which are grown in Nevada.

Reading-rooms and library were established with an agronomy museum and soil laboratory. Suites of rooms were set aside for the work in home economics; and in large, brilliantly lighted laboratories and classrooms the girls were soon at work weaving and sewing, making hats and baking excellent bread in preparation to teach the domestic arts in the high schools of the State or perhaps to give them a more direct personal application as the result of a campus romance.

Dean Knight's happy personality and enthusiasm found only an insufficient outlet in the work of the School of Agriculture and Home Economics.

He has always been active in public affairs and in every organized effort for the improvement of agriculture. This brought him into the work of the Reno Chamber of Commerce where the characteristics that had made him successful on the Campus finally led to his appointment as President of the Chamber.

In 1920 he severed his connection with the University. This was merely another example of the difficulty in competition pointed out earlier, where the commercial field of work, by offering remuneration adequate for the needs of the man who would live and raise his family on a high standard, takes away from the colleges their most virile and enthusiastic men.

Dean Knight was succeeded in the College of Agriculture by Dr. Robert Stewart, formerly Professor of Soil Fertility in the University of Illinois. Doctor Stewart brought to the University a high reputation as a specialist



Class in Dressmaking, School of Home Economics.

in soil studies. In Nevada he soon gained standing as a scholarly and thorough teacher and as a writer on special subjects for the agricultural press.

The work of the University Stock Farm which was organized with such enthusiasm between 1915 and 1917 has made rapid progress in recent years. However, little effort has been made to produce extraordinary animals purely for exhibition. It has seemed better to produce on the farm groups of live stock intended primarily for instruction in animal husbandry, the purpose for which it was established. Incidentally, of course, many fine animals have been sold at moderate prices to breeders of live stock in Nevada and California, thus serving another of the original purposes of the farm. Nevertheless, all the emphasis of the excellent work done by Prof. F. W. Wilson has been placed on the training of students in stock-judging and animal feeding. It was out of the question from the beginning to live up to the standard set by President Hendrick, who hoped to pay for the farm from the income derived from sales.

This was, of course, wholly impossible in the recent period when the selling prices of cattle and pure-bred horses fell so low. Under the circumstances it seems unfortunate that the income was ever estimated at so high a



Class in Stock-Judging.



Cattle Barn on the University Stock Farm. The barn was built in 1920. It illustrates the type of substantial improvements on both Farm and Campus made in the recent period.

figure, for under actual normal conditions there will usually be difficulty in making the income from sales cover ordinary running expenses. There is not the least reason why any university should run a commercial stock farm. To

the University of Nevada such a farm would be both valueless and meaningless. If on the University stock farm the instruction in stock judging is to be made really effective, then it will be necessary to maintain a small livestock menagerie including a considerable number of breeds of cattle, sheep, horses, and swine. No farmer who knows anything of live stock and of the western markets would ever dream that this could be done at a profit on his own farm. The real profit from the College Farm in the Agricultural College is not derived from sales; it is not so much a cash profit as an educational profit, precisely like that derived



Cecil W. Creel,
Director of Agricultural Extension.

from the laboratories in electrical engineering, mining, or any other field of instruction.

In 1923 the college dairy herd was removed to the University Stock Farm, and a plan was outlined by which the farm will specialize to some extent in the production of pure-bred Hampshire sheep. These changes promise to increase the income from sales without materially diminishing the practical usefulness of the farm as a laboratory for instruction in animal husbandry.

The farm offers to friends of education an unusual opportunity to assist the University through the gift of funds for modern farm and dairy buildings and through the establishment of an endowment sufficient to meet the heavy cost of maintenance. The University Stock Farm and the Agriculture Building have made possible a rapid movement in the teaching of agriculture on the University Campus.

Still, in agriculture, the Campus is as wide as the State; and it is true that in recent years in the division of Agricultural Extension equal progress has been made. Organized in 1914 by Dean C. S. Knight, the work in extension

and the work of the deanship grew so rapidly that Knight found it necessary to ask for relief so he could relinquish the work in extension to some one who could give it his full time and effort. The conflict between the two positions arose from the fact that except in midsummer the work of the deanship required the constant presence of the Dean on the Campus, while the work in agricultural extension made it necessary for him to be away on field trips for the larger part of the year.

As we have stated, in 1915 C. A. Norcross was made Director of Agricultural Extension. Under his able direction the extension work grew rapidly and was making excellent progress when his appointment as State Marketing Specialist

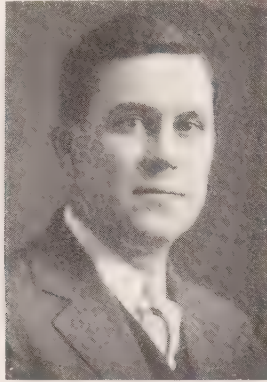


The Thoroughbred Anglo-Arab Horse "Say Yes." A colt of Dutch Lady, the saddle-horse presented to the University Stock Farm by Mr. George Wingfield of Reno.

in 1921 made it necessary to choose a successor. The man most appropriately chosen was Cecil W. Creel, a graduate of the University of Nevada, who after graduation had been for many years in charge of entomological studies conducted by the U. S. Department of Agriculture and had more recently been a member of the agricultural extension staff of the University.

Director Creel showed unusual ability as an organizer; and within a few years under the state and federal Smith-Lever Fund and in cooperation with the State Farm Bureau he built up an organization which is surely destined to play a most important part in the development of agriculture in Nevada. There has been close competition between the American state universities to secure

desirable leaders in the extension field. Two of unusual ability were secured by Mr. Creel—Miss Mary E. Stilwell and Robert G. Foster who have been associated with Creel in the direction of the department. An unusual ability in judging men led Director Creel to choose as county agents a group of recent graduates of the University, all of whom had shown ability as students and at the same time capacity for good team-work in student organizations. The same



Robert Stewart, Ph.D.,
Dean of Agriculture.



F. W. Wilson,
Professor of Animal
Husbandry.



Potato Exhibit Prepared by Thomas P. Buckman
for Student Agricultural Fair, 1923.

qualities which made them leaders on the Campus should assist their success in the complicated and difficult work in agricultural extension.

The work of the Extension Division is being done in this State under conditions different from those in almost any other State. It has not yet been fully tried by time; but it is demonstrating its value daily and it is a field of most attractive promise. On the whole, there is every reason to believe that through the work of this division and its allied organizations, country life in Nevada will become steadily more remunerative and attractive. In this organization the University comes into daily and intimate contact with the agricultural

life and farm-work of the State. The energy and ambition of the Director and the character of the assistants whom he has chosen promise great things for both State and University.

In the Agricultural Experiment Station in recent years there has been steady and conservative progress. The growth of the Extension Division has already taken away from the Station part of the old burden of extension teaching which conflicted seriously with experimental work. Free at last to shape its own policy in response to the needs of the State, the Station has centered its efforts around problems of irrigation, animal disease, winter feeding of range animals, production of wool and lambs, and the study of the poisonous plants of the sheep and cattle ranges. By centering its efforts on a few problems and subordinating everything to their solution the experimental work has made constant progress.

The field of work of the Experiment Station is research, but it bases its projects upon the problems of the agricultural industry, and limits the research closely to the solution of the problem. It is self-effacing work whose results, published in bulletins and then bound up in books, form the most essential part



Charles E. Fleming.

of the subjects taught in the American colleges of agriculture. Without the work of the stations, agricultural colleges and extension divisions everywhere would have little to offer.

Within the last few years the Station has issued a long series of bulletins, some of which deal with the irrigation of wheat, potatoes, and alfalfa, while others give accounts of experiments in the production of silage and other crops. Bulletins and journal articles have been published dealing with insect pests and with poisonous plants of the sheep and cattle ranges. The whole Station Staff has united in the study of the poisonous range plants under the leadership of C. E. Fleming, who is now recognized as an authority in this field. During the war an agency of the Federal Government sent hundreds of copies of one of the Nevada bulletins to South American countries, because of the Spanish translation written by Doctor Schappelle of the University. More recently several thousand copies of Nevada bulletins on poisonous range plants and on methods of handling sheep on the range have been distributed by the U. S. Forest Service to stockmen on the forest ranges.

The progress made in the Station has been possible, however, only because the university administration loyally supported the policy of the federal Office of Experiment Stations in the effort to make of the Nevada Station a point of special service to the livestock industry of the West.

Though organized as three distinct units because of peculiar agricultural conditions in this State, the College of Agriculture, the Experiment Station, and the Extension Division maintain close cooperative relationships. Members of the Station Staff teach in the University where this can be done without any detriment to the experimental work in hand. Similar service is given by members of the extension group. In the study of certain problems all three organizations—college, station and extension—have united.

Paralleling the development of the Extension Service there has been a rapid growth in another public-service division—the Department of Veterinary Science of the Experiment Station. We have spoken of the work of W. B.



Dr. Edward Records.

Mack in this field, to whose progress in 1917 he gave the last of his failing strength, dying early in the following year in the service of the University.

A worthy successor was found in Dr. Edward Records who for several years had been first lieutenant in the department under Dr. W. B. Mack. The Department of Veterinary Science has become a most complex division, calling for courage, tact, and good business judgment in its administration. In the one department are now centered the State Veterinary Control Service, the State Board of Stock Commissioners, the State Quarantine Service, the State Apiary Commission, the Rabies Commission, cooperative work in the eradication of tuberculosis in animals, and research work of the Agricultural Experiment Station.

Through the work of this department the University comes into the closest contact with the livestock industry in Nevada, the most important type of agricultural production in the State. The standard of the department is now

precisely what it was in the time of its founder, Dr. W. B. Mack—practical daily service.

This department has so rapidly outgrown the quarters assigned to it in the building of the Agricultural Experiment Station that every foot of space is now crowded, and the work is no longer done under favorable conditions. The Experiment Station has done everything in its power to make the veterinary work successful through the assignment of all available space and the purchase of elaborate and expensive instrumental equipment for the identification and study of bacteria. Still, a new animal house, new microscopes, and, most of all, additional offices and laboratories, are urgently needed. The Station cannot give more space to this division in the present building because it already occupies the entire lower floor, annex, and basement.

Thus, by demonstrating its ability to serve an industry, the University has made even more acute the building problem which has long been so difficult and trying on the Campus.

Already the stockmen of the State are beginning to look forward to the time when this important department, which touches so vitally every side of



Sanford C. Dinsmore.

Nevada's great livestock industry, shall be housed under conditions favorable to the most effective work.

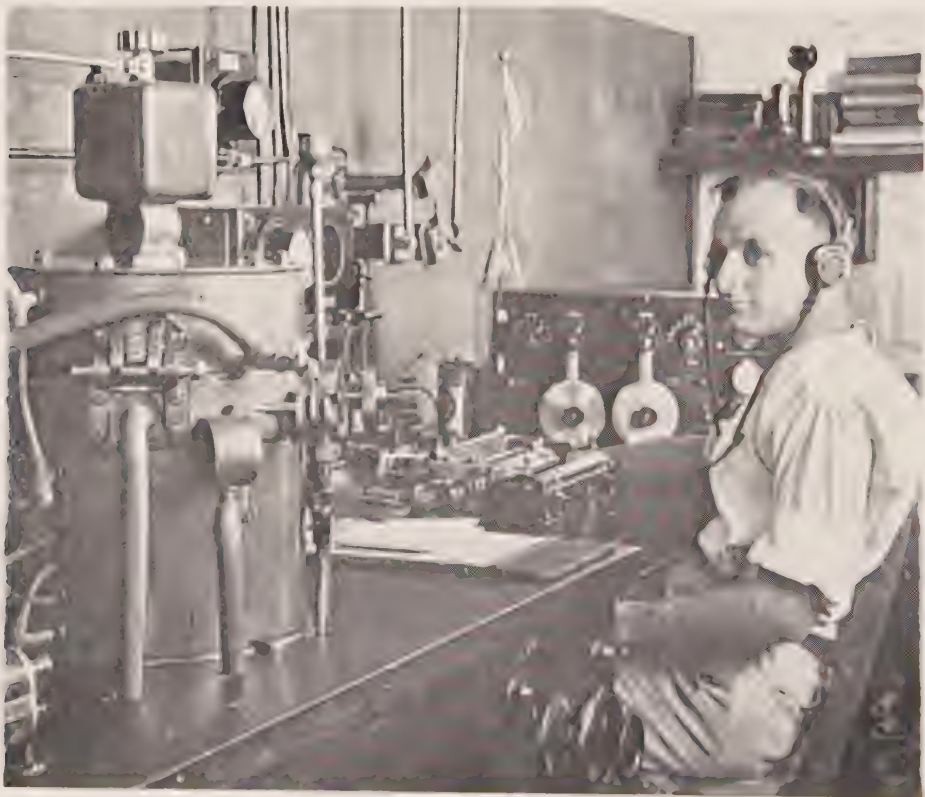
These are not the only ways in which the University is serving the State directly. In another branch of the Public Service Division, Sanford C. Dinsmore is carrying on the work which in the long period between 1910 and 1924 has made his name a synonym for fairness and moderation in the enforcement of the laws governing the purity of food and drugs and the accuracy of weights and measures. His laboratories have always been at the service of the city and State for a wide variety of other analytical work.

The University is serving the State in still another branch of public-service work, the State Hygienic Laboratory. The head of this division is Dr. Henry Albert, a highly trained scientist who is keeping the University fully abreast of the progress of medical research and is doing important extension work through lectures on subjects connected with the public health and timely newspaper articles. It is hard to realize how important this department has become in promoting public health through the prompt diagnosis of infectious disease and through the discovery of sources and carriers of infection and the checking of serious outbreaks which would otherwise soon take the form of epidemics.

In these recent years the University has broadened its field of service and



The Mines Experiment Station of the Federal Bureau of Mines.



U. S. Wireless Station, University Campus.

has given inspiring instructional opportunities to students by housing upon the Campus the Mines Experiment Station of the federal Bureau of Mines, and a federal Wireless Station.

The new Experiment Station was transferred from its former location at Golden, Colorado, in the summer of 1920 and was at first housed temporarily in the Mackay School of Mines, occupying later a substantial two-story brick building erected in 1921, by state appropriation. Eight specialists, with clerical assistants, are employed in the study of problems of the mining industry. Experimental studies in the field of the rare and precious metals of the entire United States will be conducted at this station. Relationships are maintained with the Mackay School of Mines similar to those between the Agricultural Experiment Station and the College of Agriculture. There is a cooperative use of laboratory and library facilities wherever this is possible without detriment to the work of the cooperating divisions. The choice of the University of Nevada by the Bureau of Mines as a permanent location for the Rare and Precious Metals Station was a most important event in the history of the University. At first, under Superintendent S. C. Lind the Station carried on the study of certain problems in radium, for in this field Doctor Lind is a recognized authority. More recently Superintendent Edmund S. Leaver has undertaken the study of the metallurgy and treatment of certain Nevada ores. It is possible that work of this type may result in the discovery of more efficient methods of extracting silver and gold and of refining refractory ores.

A wireless station of the federal mail service was installed in October, 1920, in the smaller of the two barracks buildings. This is a commercial telegraphic equipment with an effective radius of 1,600 miles; messages have been received from points fully 4,000 miles away. The mail service is now planning to add a laboratory for important experimental studies in wireless telegraphy.

The costly and elaborate equipment, and the highly trained experts employed by these two stations—Mines and Wireless—make them of great value in the teaching of physics, electrical engineering, and mining engineering.



Miss Elsie Sameth.

Meanwhile, in the midst of all its other activities, the University has maintained and has advanced all of its old standards in physical culture and in athletics. Miss Elsie Sameth in her work with the young women of the student body has kept in view for ten years the same great purpose, actual physical education, the development of the body, the correction of physical defects, the strengthening of weak constitutions, the stimulation of a love for outdoor sports, the formation of habits of exercise and other health habits which inevitably favor happiness and a long efficient life.

In the physical education of young men the University is working toward

the same goal. In fact, it may fairly be said that in recent years the instruction in the care of the body has taken on the character of a well-defined program under which no graduate should ever plead ignorance as an excuse for illness



Greek Dancing, Physical Education for Women.

and physical deficiencies. This program has required physical training of both men and women in the first two college classes. All freshmen have been given a required course in hygiene under the Department of Biology. Physical examinations to discover deficiencies or weaknesses have been followed by special

physical training to overcome these faults. The University Hospital system has included daily medical attendance of students when ill.

The most valid criticism of college athletics in general is that there is too great a tendency to develop the strongest men to the utmost, leaving those most in need of training sitting as spectators on the side-lines. This is partly overcome in the required military drill, in the formation of "hiking clubs" whose



Freshmen Girls in Physical Education for Women.



Around Right End. The Wolf Pack in Action.

members explore the surrounding mountain country, in social games such as tennis, and in the unusually large proportion of the whole number of young men who play football in class teams and practice squads.

It is hard to realize the importance of football in modern college life as an outlet for the sheer excess of life and energy in strong young men. It is a safety valve, a glorious sport; still, its value lies deeper than the mere enjoyment of the moment. In spirit the whole student body plays the game through

to defeat or victory with the team. The game itself is a splendid example of the American spirit at its best; it is far more than a mere physical contest. A team of the brawniest longshoremen would be beaten from the start by a much lighter and less powerful college team simply because mere muscular power and speed are not the most important qualities in team or player. Every inter-collegiate game is an exhibition of skill, courage, and power—men doing their best for each other and for the school. Back of the big game lies the long contest within the college walls, man against man for a place on the first eleven and the coveted letter which means as much in college life as does a military decoration in the Army.

To have a winning team means much for the spirit of the work of the school. The psychic weakness of the small college is a feeling of inferiority which is usually intensified by the attitude of members of the larger school. The wealth of the great university, the large number of men from whom the team is chosen, the numbers of supporting alumni, all help to make it unlikely that in athletic contests the smaller college can win.

For this reason the University of Nevada has been filled with something better than mere pride when time after time its football team has humbled the elevens of the great athletic clubs of the Coast, and has sent down to defeat the teams of the smaller California universities, institutions which usually have had more than twice as many men to choose from. To defeat or to tie either Stanford or the University of California; this is the height of all Nevada football ambition. Toward this goal for five years under the skilful coaching of Raymond O. Courtwright the University has been working.

Twice within the last three years this goal has been reached; once in 1922 when the blue and silver tied the score with Stanford, and again in 1923 when the Golden Bears of California failed to cross the Nevada goal-line and played on the defensive throughout a game which ended in the dusk with no score but in what the football critics of the San Francisco papers spoke of as a great Nevada victory.

In other fields of athletics the University has more than held its own. In 1921 the men's basket-ball team held the championship of the entire Pacific Coast; the records made in this game have been consistently good.

If it seems out of proportion to give space to these matters in a permanent record of the progress of the University, then the reader who holds this opinion is urged to reflect that he may be suffering from advancing age or a loss of youthful enthusiasm. For these conditions the University offers the only known cure, and at very small cost, in the form of a seat on the bleachers, or, better still, in the rooting section at the next big game.

Even finer than the record of victories won in recent years has been the reputation gained by the team for fighting spirit and clean sportsmanship. A memorable example of clean sportsmanship was the award in 1923 of the coveted Block N to a man who had never been quite able to comply with all the conditions, but who had helped to make victories for others by playing faithfully and doing his best for four consecutive years.

In these recent years the alumni have drawn closer to the University. Their total number is small, and they are scattered over the world. In the earlier years the Alumni Association would have been little more than a name had it not been for the self-sacrifice of a few members who kept in touch with all the others. Among these, more than any one else, should be mentioned Mrs. Louise (Blaney) Lewers, who, year after year, kept the addresses of the whole group and managed to send an occasional word from the University to each of the old graduates.



Lincoln Hall and the Pond.



The Campus in October.

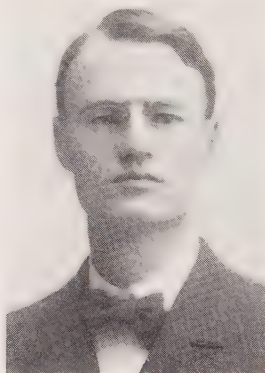
As the years have passed the number of Alumni has grown. Recently, too, there has been a rapid increase in the size of the graduating classes. Up to 1921 there were never 40 graduates in a single year; but in each of the last two years there were more than 50; and in the current year there will be 80. With the graduates of the semicentennial year (1924) the total number of Alumni will reach nearly 900.

Reno Alumni have maintained an active association for many years. They have given annual university scholarships and have played an active part at each Commencement in welcoming home-coming graduates. Alumni chapters have been formed in other Nevada cities, taking on new life in recent years with the growth of the University. Working in distant lands, old college friends lose touch with one another, but the University is helping old friends and classmates by publishing from time to time an alumni bulletin giving the addresses of the whole list of its graduates.

The beauty of the Campus has increased wonderfully within the last few years. The grounds have become a beautiful park which promises to become



Mrs. Louise (Blaney) Lewers.



J. Claude Jones, Ph.D.,
Professor of Geology.

more lovely as the years pass. This is largely due to the growth of trees and shrubbery, bright beds of flowers, and the wonderful green turf of the lawns. Visitors from other States and from the United States Department of Agriculture marvel at the velvety perfection of the lawns. A distinguished representative of the department recently asked for detailed information upon the method used by the University in doing away with dandelions and other weeds. He was surprised to learn that the only method used by Mr. Joe Lynch, the Superintendent of Building and Grounds, is to promote growth of the grasses to such an extent that the weeds can make no growth in the dense sod of blue-grass and white clover.

The growth in buildings within this period is only partly summarized in a list including the new building for the College of Agriculture, the new dairy barn, the Education Building, and the building for the Mines Experiment Station. Between 1917 and 1924 there were important alterations to the Electrical Building and to the Library. Changes were made in the dormitories and in the Hospital Building. A long loop of the irrigation canal which framed the campus lake with a border of running water was done away with by means of a cement-lined canal across the southern edge. A spur track from the Western

Pacific was brought to the Campus, bringing freight and fuel to the grounds at a great saving in expense. For the first time in the history of the University a beginning was made upon a program of paving the principal campus roads; there were changes in the gateway; the rough slope of ground from Lincoln Hall to the pond was transformed into a broad and restful stretch of perfect turf. Beyond all this, in the permanent construction fund, which was established by the thoughtful action of the Legislatures of 1921 and 1923, there was accumulated a sum sufficient to erect another new building.

The progress in buildings and grounds has been paralleled by the increase in the facilities for instruction. Between 1917 and 1923 almost every teaching



Manzanita Hall. (From a photograph by Frank L. Peterson.)

department has either been housed in new quarters or else given new space and opportunity in its former building. For example, the classes in freehand drawing and in painting and modeling conducted by Miss Katherine Lewers have been given well-lighted rooms in the new Education Building where the talent shown by the teacher and the interest felt by the students have a better opportunity than was possible under earlier conditions. More than ten thousand volumes were added to the University Library.

In the earlier years several plans were outlined for the arrangement of campus buildings. The original plan grouped the major buildings around the Mackay Quadrangle.

All the plans of the Board of Regents in recent years contemplate the perfection of buildings and grounds for a regular enrollment of a thousand students. When the new plan has been fully realized the ground on which the Library Building and the Chemical Building now stand will be graded and turfed into a broad terrace. Along the borders of the enlarged quadrangle the ten most important college buildings will be compactly grouped. The simple colonial architecture of the Mackay School of Mines will be the architectural model in the future as it has been in the past. The natural advantages of the beautiful campus location will be fully utilized, vistas of mountain and valley



Students in Landscape Painting. (From a photograph by Miss Katherine Lewers.)

will be seen across the broad lawns framed in by the trees and the little campus lake will become the center of a beautiful park bordered by enlarged dormitories and other buildings. The little valley to the east and north of the level campus will be given over to students and faculty for games and recreation.

In this most recent period of the University's history there has been another important development of a different character—a growing change in the attitude of the people and the papers toward the institution. In the earlier years there was an unfortunate attitude of fault-finding and criticism, an attitude really not characteristic of the West. The fact seemed often to be forgotten that men and women work best in an atmosphere of praise and enthusiasm. The change came with the growth of the modern civic spirit in Reno and the State.

In recent years Reno has been transformed from a straggling western town

into as modern and beautiful a little city as can be found in many a long day's journey through the world. The broad paved streets, the beautiful homes, the excellent schools and churches, the general atmosphere of energy and good cheer, the bright progressive stores, and the wonderful location in the midst of green fields with the snowy Sierra Nevada looming in the background—all these serve to make Reno an exceedingly attractive western city. Parks and playgrounds have been established. The beautiful old hillside park which surrounded Bishop Whitaker's School for Girls will soon become a park and



Wingfield Park.

playground for the northwest section of the city. Through the beneficence of two wealthy citizens, the late Francis G. Newlands, former United States Senator from Nevada, and Mr. George Wingfield, a banker of Reno, the city has come into possession of land which has been put to the best of use.

In the heart of the city, two islands in the Truckee, given by Mr. Wingfield, have been transformed into one of the most beautiful little parks in western America. A little farther up the river another tract has been beautified and made over into a modern automobile camp-ground near which an open-air swimming pool has been established.

Under the new conditions the old fault-finding spirit seems behind the times. Today in modern American cities men work together for the good of the whole community. The man who makes himself felt in this new spirit of community interest is not the fellow who says, "This is all wrong; that is worthless; there's something suspicious here." The man of today and tomorrow is the man who says, "Come on, fellows! Let's go! Here's the way to build a better town!"

This is the spirit of the new Reno and of the State. Probably nothing has done more to bring it out than the fact that men and women now work and play

together more unselfishly than ever before. The service clubs, Rotary, Kiwanis, Lions, and the rest, have done great work toward bringing about the change. The modern women's clubs have played a most important part. In fact, the earliest and the strongest influence for higher ideals and civic betterment came from the Woman's Twentieth Century Club of Reno. Many of the labor unions are playing the same part. The fact is that the new America is being built by cheerful cooperation among strong social groups working together for the good of the whole.

The same spirit is touching every one of the towns and cities of Nevada, from Reno and Carson City on the western border to Ely and Elko close to the eastern, and Las Vegas, enterprising and modern, in the south.

A native Nevadan may well be proud when he thinks that, in spite of the isolation of Nevada communities and in spite of the great distances across desert



The Old Willow Tree.

and mountain, the State progresses with the times, eagerly seeking all that is worth while in the best gifts of civilization. It is in this fact that we find the truest explanation of the support and the progress of the University.

If it is true that, within these last few years the University has gained in the support and the confidence of the people of Nevada, it is equally true that it has won the recognition of the American college world. Confidence and appreciation national in character were expressed in 1920 by the action of the National Association of American Colleges and Universities, in placing the smallest state university, the University of Nevada, on the accredited list of institutions approved by the Association.

This recognition was gained, of course, by the high standard of work which the University has maintained so faithfully for many years; but it has been due also to the prolonged and earnest effort made by President Clark to get the actual facts clearly before the Association. It was the more appreciated by the University because out of more than five hundred colleges and universities in America scarcely more than one-sixth were included in the list of those approved.

Perhaps a few words concerning the leadership under which the University has been working in these recent years may not be out of place. It is not entirely appropriate that a fellow member of the faculty shall speak too freely upon this topic—and here, too, the test of time must apply—but let us set aside these considerations for the moment and speak freely upon things already evident.

In President Clark the University has found a leader worthy to carry forward the great work begun by Doctor Stubbs. As an administrator he has shown skill and knowledge by assigning authority where responsibility is assigned to heads of departments and divisions. He is a builder, who has faith enough in the essential goodness of other men to shame a shirk into action by believing in him as a worker.

His high ideals, sound judgment, energy and utter integrity, have exerted an influence upon every department and division of the faculty and every group of students.

President Clark has made a constant and successful effort to carry the University forward and upward, interesting one and all in the problems of the



Frederick H. Sibley,
Dean of Engineering.

whole University and the State, and awakening in each department an interest in the work of all the others. He has built up friendship and good feeling and has broken down old barriers in favor of a strong and democratic organization. He has created an atmosphere of manly frankness, good fellowship and enthusiasm, winning the confidence of faculty and students alike by a consistent friendliness which shows itself in a desire to assist each member of the faculty and each student to do his utmost for himself and for the University.

The commencement season of 1924, the fiftieth year in the history of the University, was notable in many ways. Marking the end of the first half-century of growth, this commencement likewise terminated a year of progress noteworthy for united and successful work by Regents, President, and faculty. It would be hard to recall another time in the entire fifty years when public sentiment so strongly supported the University, or a time when the student body and the Alumni were more enthusiastically loyal. The year itself was also the latest of a series which formed a period of great progress under friendly and highly skilled leadership.

The Alumni welcomed into their organization a class of eighty graduates of the year, the largest graduating class in the history of the University, more than three times the average number of graduates of a period only a few years earlier. The total attendance of the year was likewise three times as great as the average

for the earlier period. Evidently in 1924 the University was holding its students in regular registration straight through the four undergraduate years.

For the commencement season of 1924 graduates of other years returned in greater numbers than for any other outstanding event in the history of the University. The list of those who were drawn back to meet old friends and to renew the old ties included more than one-third of the entire number of living Alumni. At the annual luncheon the Campus rang with the old songs and class yells; then, in the midst of the happy festivities at the suggestion of President Clark, the whole group rose and stood with bowed heads for a moment of silent prayer in memory of Doctor Stubbs, their old friend and leader, in the hard formative years of the earlier period.

The University showed its appreciation of the worth of two of its Alumni by conferring upon them the honorary degree of Doctor of Laws. The men chosen for this high honor were Emmet Derby Boyle, a graduate of the class of 1899, Governor of the State of Nevada from 1915 to 1923, and Professor Peter Frandsen of the class of 1895, a faithful teacher of biology in the University for nearly twenty-five years. Jeanne Elizabeth Wier, Professor of History in the University and founder of the Nevada Historical Society, was granted the same degree. Likewise, by the conferring of the honorary doctorate the University showed its well-merited approval of the character and the distinguished service of Benson D. Billingshurst, City Superintendent of Schools in Reno, Nevada, from 1908 to 1924.

At the annual meeting of the Alumni Association, President Clark announced the names of ten graduates of earlier years chosen at his suggestion by the Alumni from their number as the first ten names upon an Honor Service Roll of those who have most notably served their day. The following names were chosen:

DELLE B. BOYD, '99	FRANK C. HOBBS, '11
EMMET D. BOYLE, '99	CHARLES R. LEWERS, '93
FLORENCE H. CHURCH, '02	MARGARET E. MACK, '10
SAMUEL B. DOTEN, '98	ANNE H. MARTIN, '94
PETER FRANDSEN, '95	FRANK H. NORCROSS, '91

There were many things, however, which indicated that this brilliant commencement season of 1924 merely marked the beginning of a new period of growth and service perhaps the most brilliant and useful which the University had ever known; for again, as in earlier years, renewed confidence in the University and a renewed desire to assist in its progress were shown by benefactions which made progress possible. A telegram of greeting and of promise from Clarence H. Mackay, the University's great benefactor, was read on Commencement Day, May 28, 1924, by President Walter E. Clark. Because of its historical importance this telegram is here reproduced in full:

POSTAL TELEGRAPH COMPANY

TELEGRAM

NEW YORK, May 26, 1924.

HON. WALTER E. CLARK, *President, University of Nevada, Reno, Nevada:*

On the semicentennial of the University of Nevada I send to the Regents of the University, its Board of Trustees, as well as yourself and members of the faculty and students, my most hearty greetings and congratulations. I wish it were possible for me on this most auspicious day to present this message in person, but, unfortunately, for reasons which I explained to you while on your recent visit here, it is impossible for me to absent myself at this time. It is with keen regret that I say this, because I was looking

forward with genuine anticipation to renewing many pleasant associations of the past and joining with you all in a celebration marking fifty years of substantial progress in the life of the State and of the University. From a modest beginning the University has steadily grown to its present position by virtue of the efforts of its indomitable pioneers in the field of education and by reason of the steadfast loyalty of the people of Nevada who rallied to their University with unselfish and splendid enthusiasm, recognizing that such an institution is necessary for the inculcation of sound principles of education and morals for future generations and the consequent betterment of State and country. All praise to those who have blazed such a glorious path of achievement in the first fifty years of the University's life.

I wish to take this opportunity of paying tribute to the memory of your predecessor and my old friend, the late Doctor Stubbs, to whose devotion and untiring efforts the University owes a great debt of gratitude and during whose tenure of office the Mackay School of Mines came into being. That this School of Mines has filled a useful place in the community I feel is the general opinion, and I believe that the handicaps it may have had to contend with on account of its lack of opportunities for further development can be met and overcome. Believing this to be a demonstrated fact from the information that you and your colleagues have furnished me, and imbued with the firm belief that the Mackay School of Mines can be of still greater value, not only to the State of Nevada and its strong-limbed and stout-hearted sons, but also to the Nation, I take great pleasure, on this the semicentennial of the University, in stating that commencing with January 1 of the coming year I will donate to the University in semiannual payments for a period of five years the sum of eighteen thousand dollars annually to be used in addition to the income from the previous endowment fund to pay the annual salaries for the staff of the Mackay School of Mines. Any remainder from this fund shall be applied in every instance to the purchase of new equipment for the Departments of Mining, Metallurgy or Geology in the Mackay School of Mines. If at the end of this five-year period I am fully satisfied with the progress that has been made, I will bestow upon the Mackay School of Mines securities, the annual income of which will thereafter yield to the School the sum of eighteen thousand dollars.

I also desire that after painstaking study of the plans of the best plants in the universities of the country for the teaching of chemistry, physics, and mathematics has been made, that you shall have detailed plans drawn for a new building for chemistry, physics, and mathematics adequate in every respect to meet the needs for the best possible instruction in these three basic subjects for the Mackay School of Mines work. If these plans after submission to me meet with my approval, I will then provide the funds for the erection of a building for chemistry, physics, and mathematics on the Campus of the University of Nevada, it being understood that the time and payments shall be left to my discretion. My sole desire is to make the School of Mines first in this country and preeminent in the world of mining education, and I trust that the realization of this desire may be fulfilled. Godspeed to you all on your journey of the next half-century.

CLARENCE H. MACKAY.

Now, in conclusion of this narrative, in retrospect, what is it that we look back upon in the story of the growth of the University? It is a story of small beginnings in an unfavorable location; and then of work and growth in new surroundings where conditions at first seemed almost hopeless, but where the University itself has been an effective force in shaping a better environment. As we look back pictures come to the mind, pathetic, humorous, inspiring.

We see President Brown, in 1890, standing half discouraged in the snow with the winter sun going down, looking back at a town which was to feel only a little later the inspiration of his own work in the institution that he was helping to build; President Jones patiently visiting every department each

week and saying a few words of encouragement and good cheer. And, a little later, Doctor Stubbs in the old McKissick Opera House with uplifted hand pledging his life-work to the people of Nevada.

Then there comes to mind a quaint picture of Thomas Cowgill, Harvard man and English professor, perched on the corner of his desk in the classroom, forgetting Harvard and Genung's Rhetoric in his enthusiasm for the beauty and the force of a story, falling back to the language of his boyhood and saying, "Now, class, ain't that a pretty story?" No wonder that those students gained a better thing than rhetoric, the gift of appreciation of good books.

A few years later we see Doctor Church, Latin professor, in the twilight plunging grimly through the snow to the desolate summit of Mount Rose at the



Mount Rose from the University Campus.

risk of his own life to study the snowfall of the Sierra, winning for himself and for the University enduring recognition in the world of science.

In memory we catch another glimpse of Dick Brown, burly and ruddy, the beloved Master of Lincoln Hall, a friend of the whole student body.

Then there is a bright picture of the team fighting the Barbarians out on Mackay Field, and Clarence Mackay himself in the rooting section throwing his hat into the air and cheering mightily for the winning touchdown.

There are a thousand pictures of the mountain rim of the valley of the Truckee, seen through the campus trees; pictures always changing with light and season, sometimes framed in green leaves; sometimes cold and clear, between the clean gray branches of the poplars. There are memories of sunrise with the long snow-banks of Mackay and Fair Mountain all aglow with purple light, and of sunset when—

The sun goes down in the golden west
Over a pine-topped hill,
Crowning with glory old Mount Rose
White to the summit with winter snows
Afar in the evening still.

There is a composite picture of the many successive groups of students, boys and girls, passing through classroom and laboratory; teachers turning gray with the years, students ever renewing the picture of glorious youth gaining power for service. There is a picture of the Campus turned into a military camp, with bugles ringing and men in khaki marching away to the World War.

Best of all, there is a final picture of a group of graduates writing their names in President Clark's beautiful Book of the Oath and pledging themselves to its highest standard of life and citizenship:

I, about to be graduated from the UNIVERSITY OF NEVADA,

ACKNOWLEDGING my great debt to the Giver of all life who has given me life in Nevada, the State whose people are most blest with pioneering strengths and whose land of all America is freshest from His hand, and most truly His cathedral, with mountain columns, star vaults and sage-incensed aisles, hourly urging me to reverent thinking and living,

ACKNOWLEDGING my great debt to the race which has made me heir to civilization, wrought out by its centuries of toil and of thought, and preserved by the bravery of its heroes, the wisdom of its sages and the faith of its saints,

ACKNOWLEDGING my great debt to this Nation and to this Commonwealth, which, through guardian organization and through open school doors, have jointly made it possible for me to come into the full riches of my natural and my racial inheritances,

HERE AND NOW PLEDGE lifelong loyalty to the shaping ideals of American civilization:

LIBERTY bounded by law drawn for the common weal,

EQUALITY of opportunity for all, and

*JUSTICE administered in accord with the dictates of the
common will, lawfully expressed.*

I HERE AND NOW FURTHER PLEDGE that in all the years to be granted to me and to the fullness of my allotted strength

I SHALL SERVE,

both alone and with others, to the high ends that uncleanness, greed, selfishness, and pride shall lessen, that cleanness, charity, comradeship, and reverence shall widen, and that this, my generation, shall bequeath an even better and nobler civilization than came to it.

The Oath

I am about to be graduated from the University of Nevada.

Acknowledging

my great debt to the Giver of all life, who has given me life in Nevada, the State whose people are most blessed with sunshine, abundance and whose land, of all America, is freshest from the hard and most truly the Cathedral with mountain columns, star vaults and sage incensed aisles hourly urging me to reverent thinking and living.

Acknowledging

my great debt to the race, which has made me heir to civilization, brought out by its centuries of toil and of thought and preserved by the bravery of its heroes, the wisdom of its sages and the faith of its saints.

Acknowledging

my great debt to this Nation and to this Commonwealth, which through guardian organization and through open school doors, generously made it possible for me to come into the full riches of my national and my racial inheritances.

Here and Now Pledge

life long loyalty to the shaping ideals of American civilization

Liberty, bounded by law drawn for the common weal

Equality of opportunity for all, and

Justice, administered in accord with the dictates of the common will, lawfully expressed.

Here and now further pledge

that in all the years to be granted to me and to the fullness of my allotted strength

I Shall Serve,

both alone and with others, to the high ends that unclean-ness, greed selfishness and pride shall lessen, that clean-ness, charity, comradeship and reverence shall widen and that this my generation shall bequeath an even better and nobler civilization than came to it.

CHAPTER XIII

The Organization of the Student Body — 1885 — 1924

IN EARLIER CHAPTERS reference has been made here and there to the growing complexity in the organization of the student body. To have pictured the growth of organization in detail would have added too much to the bulk of the story of each administration, so it seemed best to assemble this phase of the history of the student body in a section by itself. The present chapter will include and may to some extent repeat a portion of the material presented earlier; it tells of some of the most interesting developments in the recent history of the University.

The work of classroom and laboratory represents only one side of the great group of influences which form college men and women; for a college education is by no means merely a training in subject-matter. To a large extent, it is a social training and a development of character, possible only through association with many other students. Very important training comes through the student organizations; and the benefits derived are not to be measured by scholastic honors won or degrees conferred.

In the college literary societies and in debating and dramatics the student appears before an audience sometimes frankly critical, often none too sympathetic. Here standing must be won by meritorious work. All this helps to develop self-control, self-possession, and the ability to appear and feel at ease under difficult conditions. Musical clubs and societies are useful in much the same way; but in all these forms of student activity there are other values; first of all the honest pride, the self-respect, which comes from a place in a social group fairly earned, and with it the happy association and fun and friendship which are the most prominent part of these societies.

Then, too, the students who play their part as presiding officers in the governmental organizations and in the self-government of the dormitories gain in character, administrative ability, and in knowledge of human nature; and thus they enter active life after college with a better chance to win in competition for place and position, and better equipped to be of later public service.

The college papers and other student publications do much to develop and train the students who share in their composition and production. College students have a keen sense of values in journalism; they may listen with polite indifference to an essay on some literary topic; but make the subject real, let it represent a phase of college life and work, let it depict some campus happening or a phase of student activity, and the situation is instantly changed. It is the happy vividness of life that must somehow be made to shine through the columns of the college paper. Of course, the students here make standards of their own, not always highly orthodox, but always fresh and alive. When writing for the college paper a student will often show surprising ability. His work may not be polished; it may be erratic in expression and uneven in quality, but it is apt to have a keenness and vigor which only an instructor of most unusual skill may hope to develop. The *Reno Gazette* of March 17, 1887, speaks in high terms of the quality of the very first college paper. No wonder, for its staff included some of the brightest minds that have ever graced the Campus. The old *Student Record* almost from the first number contained good work in both prose and verse. Hugh Crutcher in 1897 wrote descriptions of natural scenery and bits of verse which gave promise of a fame and success which might have been his but for his early and tragic death.

The technical and departmental clubs representing student interest in special subjects—mining, chemistry, agriculture, or the like—develop interest and hold it and make these subjects something more than the stereotyped matter of classroom and laboratory. In these clubs the applied sciences are seen as fields of thought making constant growth and progress. These college clubs are affiliated with national professional associations. Thus, while still in college, the student gets some idea of the point of view of the trained specialist who is making a successful application of his specialty to life and work.

The honor societies serve, as do the scholarships, to awaken and to cherish interest in scholarship for its own sake. Working with other forces, they have helped to make it readily possible for Nevada to hold to a standard of student scholarship in advance of most universities of the same rank.

Then, too, we must not forget the fact that in young men and women there is always a hope and longing for the spiritual life, for the peace that comes only with contemplation of eternal truths. The religious life may find little expression; but the impulse is present, and the longing cannot be stilled, though it be felt only momentarily and though it scorn ritual and conventional form. To encourage, to express, and to direct the religious life is the function of the college Young Men's Christian Association and the similar organization for college women. Through the college Young Women's Christian Association many a girl is brought into contact with thoughts and aspirations so beautiful and so noble that they have influenced her whole later life.

But there is also college fun, the happy social life of dances and parties, where lasting friendships grow and the normal desire for association expresses itself in terms of conventional good form, a training which smooths off the rough edges of personality and gives new ideals of the beauty of social life. The college parties, from Freshman Glee to Junior Prom, are glorious fun at the time, yet they set high standards of social behavior and have their own deeper meaning.

Through the many-sided intimate contacts with others which young college men and women make in fraternity and sorority life, where little groups of congenial spirits draw apart from the larger dormitory life of the Campus to manage their own college homes with a touch of exclusiveness and mystery, lifelong friendships are formed and social experience gained. This is a good preparation for life after graduation in a world which grows ever more highly organized in lodge and club and church, in social and service organizations, where men and women work for the good of the group and often for the good of the community.

One of the greatest lessons ever learned in college, perhaps the hardest to learn of all for characters and personalities only recently aware of their own existence, is just the one taught in all this happy and inspiring student life, the lesson of yielding enough of self to find one's larger self in association, in playing and working with others.

The source of most of the material for this chapter was found in the *Artemisias* from 1899 to 1923, though some of it was obtained from University Registers and Catalogs and from old numbers of the *Student Record* and *The Sagebrush*. The material was assembled and the chapter was written only after much painstaking effort, by Mrs. Lehman Ferris, who as Ruth Miller of the class of 1916 in Liberal Arts was the university gold medalist for the year. The history of the development of Nevada student organizations is of course of greatest interest only to those who have shared in its work and play. And yet there seems to be in the story as Mrs. Ferris tells it something of more than local interest.

GOVERNMENTAL AND SIMILAR ORGANIZATIONS

The earliest attempt to unite the student body for a common purpose seems to have been the formation of The Athletic Association, organized in 1898, with all students as members, under the supervision of Doctor J. Warne Phillips, Chairman of the Faculty Committee on Athletics. The control of affairs athletic must have been rather comprehensive, for there were committees on football, track, tennis, basket-ball, and gymnasium, in addition to the executive group. A small fee for membership was required at registration time. In 1903 the Athletic Association became The Student Body, with limited powers of self-government and control of athletic finances, under supervision of the faculty, with \$2 each semester as the membership tax in 1904.

The Artemisia for 1908 speaks of the Associated Student Body, which paved the way later for the Associated Students of the University of Nevada.



Charles Magill,

First editor of *The Student Record*.

Fred C. Frey,

First business manager of *The Student Record*.

The powers of the association are vested in an executive committee, which consists of the president, vice-president, secretary and treasurer of the A. S. U. N., athletic manager, women's athletic manager, and representatives of the sophomore and junior classes. These officers are elected at the end of each year by the students; they assume their official duties at the beginning of the following semester. A recent addition is the finance control committee, consisting of the chairman of the athletic committee, a faculty member elected by the executive committee, the president of the A. S. U. N., and one woman and one man of the junior and senior classes as representatives of the student body. The women's and men's athletic managers act in an advisory capacity; and the treasurer of the student body serves as secretary of the committee.

The A. S. U. N. is responsible for the publication of the weekly *Sagebrush*, the annual *Artemisia*, and the quarterly *Desert Wolf*.

Within this general organization are the Associated Women Students, reorganized in 1921 from the Women's League, and including all women students on the Campus. One of their first innovations was the inauguration

of the "point system," which regulates the number of offices which may be held by each woman, and assigns honors for student activities. This organization is affiliated with the Nevada Federation of Women's Clubs, at whose conferences it is always represented.

Both the A. S. U. N. and the Associated Women Students send delegates to Pacific Coast conferences of executives of similar organizations, and gain much from the contacts thus established.

The first federal student to register at the University of Nevada was Harvey E. Luce, who came in February, 1919. Each subsequent semester witnessed an increase in the number of World-War men, who in 1921 organized as the Associated Federal Students of the University of Nevada, in order that there might be a closer relationship between the men themselves, the University and the Veteran's Bureau. They are also members of the A. S. U. N., and active in all student affairs.

Organized in May of 1912, and serving a useful purpose during the years prior to the successful ballot on the woman's vote in Nevada, the Suffrage Club of the University kept an interested group of women students and faculty in close touch with the situation until the need for its existence had passed.

On September 27, 1899, the women students who were living in the newly constructed dormitory, then called "The Cottage," formed a secret organization known to outsiders only as L. F. G. In addition to the semiannual initiation of freshmen, and the sponsoring of scores of jolly parties, the club at first had some functions of house government. In 1916, it was superseded in this capacity by the Associated Women Students of Manzanita Hall, whose governing agency is a house council acting under the direction of the Dean of Women. During the war, the women of the Hall did a large amount of Red Cross and canteen work, in addition to their share in maintaining so far as possible the even tenor of things on the Campus in that unsettled period.

All students who reside at Lincoln Hall, who are members of the A. S. U. N., and who are not affiliated with any fraternity at the University of Nevada, are considered members of the Lincoln Hall Association. Freshmen are initiated in solemn and mysterious fashion, and the association is ruled by the mayor and his subordinates, subject to the direction of a faculty member, the Master of the Hall. Since the beginning of the organization, about 1912, worthy upper-class men have been allowed to carve their names in the soft pine top of the study table which will some day be waxed and glazed as a permanent reminder of former residents.

PUBLICATIONS AND JOURNALISTIC ORGANIZATIONS

The Reno *Evening Gazette* for March 17, 1887, records the appearance of the first issue of *The University Monthly*, which it describes as "ably edited and typographically very neat." The editorial and business staff of this, the first student publication on the Hill, included C. A. Norcross, Miss Cora Manning, Miss Gertrude Shoemaker, Lewis Boardman, Frank Norcross, W. H. Pearson, Nott Leete, and W. H. Dauchy. The price was 15 cents per copy, or \$1 per year.

Just what was the fate of this early effort at journalistic expression is not a matter of record; but we do know that in the autumn of 1893 the students again felt the urge, and sent a committee to request permission of the Board of Regents to publish a chronicle of campus affairs. The refusal of the august body to favor such a scheme was directly responsible for the organization, in the basement of the Congressional Church, of the Independent Association, whose purpose it was to publish a university magazine, even though it must be done in violation of the orders of the board. Men of the three upper classes were

BE SURE
To read the list of
summer - fall stock
back partners in this
page hand with put
them over. There's
always new for hard
workers.

Wed Oct. 19, 1893
OF THE UNIVERSITY OF NEVADA
NEVADA, THURSDAY, NOVEMBER 1, 1893

102

OF THE AFFAIRS OF NEVADA, THE SUNDAY, NOVEMBER 1944

to Me

NEVADA'S SURE-SCOR

The Desert Wolf

Nevada's Sure-Scor

March 1944

EX-GO TALK

NEVADA'S SURE-SCORE COMBINATION

With Regular Backfield
Condition Again, Game
Should Be Close

OPEN PLAY FORECAST
Bears' Line Weaker This
Year, But Backs Are
Dangerous Four

The Student Record

invited to membership, and a committee was chosen for the actual work of assembling the material for the proposed paper.

The first issue of *The Student Record*, containing eight pages, 6 by 9 inches in size, appeared October 19, 1893. The *Nevada State Journal* was sworn to secrecy and undertook its printing; and for the first two issues the names of the staff were withheld. It was a worthy enterprise, however, and within the college year had won the approval of the university authorities; Charles Magill, was the first editor and F. C. Frey the first business manager.

Gradually increasing in size and in frequency of publication from a monthly to a semimonthly magazine, and then to a semiweekly college newspaper, we find it in 1905 being issued on Thursday and Sunday mornings from a room in the Gymnasium—a true college activity, but still edited and published by the Independent Association. *The Artemisia* for 1908 records the control of the four-page weekly by the Associated Students of the University of Nevada, and in 1909 we find the more distinctive title, *The U. of N. Sagebrush*.

With the assumption of control of *The Record* and *The Artemisia* by the student body, the reason for the existence of the Independent Association was removed.

Since 1914, the editor and business manager, and later their assistants, have been chosen at the regular student body elections, and the weekly publication of *The Sagebrush* has been uninterrupted. During the war the women students were forced to take charge of the newspaper, but it was merely reduced in size during that difficult period. *The Sagebrush* is a member of the Nevada Editorial Association, and it was instrumental in organizing the Southwest Intercollegiate Press Association of which nine western colleges and universities were charter members, with more to join. The staff is now chosen from men and women students on a competitive basis, and five italic *N*'s are awarded each year for meritorious work in journalism.

The Artemisia, which also gets its name from the lowly sagebrush, is the yearbook of the University of Nevada. It was first published in 1899 by the Independent Association, as another pioneer enterprise, with Harry H. Dexter, Emmet D. Boyle, Lester A. Merrill, and Thomas J. Lawrence as chiefs of staff. It was an ambitious little volume, cloth-bound in the blue of the University, and contained articles, photographs, and bits of history of the institution from its beginning. First published by the Independent Association, later by the seniors, with the proviso that the editor must be a member of that organization, subsequently by the junior class, and still later by the student body, *The Artemisia* has continued, with a few lapses, until the present time. In the college year 1905–1906, the students labored earnestly to produce an extraordinarily fine book, and in April sent the copy, with the consciousness of a task well done, to San Francisco for printing, only to have the manuscript and illustrations destroyed by the earthquake and fire of April 18. Because the cost of such a book was always difficult to meet, even with the aid of advertisers, a regulation of 1923 requires all students to include the price of a copy of *The Artemisia* in their registration fee, thus guaranteeing a substantial portion of the financial obligation.

The need of a purely literary magazine on the Campus has been felt for some years; and *The Desert Wolf*, first published as a quarterly during the present year (1923–1924), bids fair to be a successful effort in this direction.

As in all other lines of endeavor, the devotees of journalism have naturally felt the call to band themselves together for study and the betterment of their work. The 1908 *Artemisia* speaks of the organization of "The Press Club," but we hear nothing further of the group, until in 1923, when we learn of the founding of a club whose name and aims correspond with the old one. The

members of the new Press Club are those men and women who have qualified for the italic *N*, awarded for journalism, the editor of *The Artemisia*, and others specially chosen to work toward the betterment of publications on the Campus.

LITERARY SOCIETIES

In a young and meagerly equipped school the students must, perforce, turn to things literary, rather than athletic, for their recreation; and thus it is that we find in the first years of life of the University a multitude of literary and debating societies, with athletics only later and more gradually assuming the prominence which since has come to be expected.

The earliest literary society of which there is record at the University of Nevada was the Zetagathean, whose founding was practically coincident with the establishment of the University at Reno, in the year 1886. Its program was certainly unusual, for it seems to have included lectures on astronomy, and the student production of the famous "East Lynne."

With the closing of the University for several months for purposes of reorganization, the Zetagathean apparently lapsed, and its place was taken by the Philomathean. The interest of some of the prominent male members in debating, and their withdrawal to form the Debating Union, weakened the society, and further disagreements among the members caused it to disband, after an existence of four years. Its successor and namesake, organized in 1898, was more fortunate, and flourished until 1907.

The establishment of a dormitory at the University was the signal for the banding together of that group of students, again for things literary. After a brief existence, however, the Dormitory Literary Society was absorbed by the stronger Adelphi, which was founded in 1898, and which included in its membership both men and women students from every department of the institution. Parliamentary law claimed much interest, and debates, mock courts and congresses composed the programs for three of the weekly meetings each month. The fourth was a dance, which doubtless added much to the popularity of the organization. *The Artemisia* mournfully reports that after about four years "internal dissensions caused its ruin."

From time to time, enthusiastic but short-lived literary organizations sprang up, such as the Normal Literary Society, the Review Club, the Friday Morning Club, the University Lyceum, the N. S. U. Literary Society, the Young Ladies' Literary Society, and even groups with no formal name. Of these, the English Club, organized about 1905 by the women of the College of Liberal Arts under the direction of Doctor L. W. Cushman of the English Department, was probably the most ambitious, having as its purpose the fostering of the study of English for its disciplinary as well as its cultural value.

During these early years, debating societies outnumbered others, and the individual as well as group honors were contested by both men and women. The Debating Union, with its membership limited to twelve men, was the first of these. Its earlier meetings were characterized by enthusiastic debates on leading questions of the day, but disagreements between the members caused its dissolution. The Union Club and the Cartesian, organized in February, 1900, by the men of the upper and lower classes respectively, upheld the interest of the students in debating until the appearance of Alpha Beta, first mentioned in *The Artemisia* of 1903. Its very exclusiveness added to its desirability, for its members were chosen only from among those men and women who had shown some special ability in oratory and debating. In 1908, it was spoken of as "the most important society of the college," but within the next three or four years it, too, disappeared.

With the coming of Mr. A. E. Turner to the University of Nevada in 1913 the interest in public speaking and debating grew much stronger under the leadership of a faculty member especially trained in these subjects. Under his supervision, the Debating Society was organized January 19, 1914, its membership including both men and women students. It continued to flourish, and eventually promoted intercollegiate debates, enabling the Nevada representatives to compete on a more nearly equal basis than when the first team, composed of P. A. McCarran, Tillie Kruger, and E. D. Lyman, journeyed to Salt Lake City in 1900 to discuss the beneficial effects of the territorial expansion of the United States. *The Artemisia* of 1918 records the reorganization of the



A. E. Turner.

society under the more classic name, Clionia, with members chosen for ability from every department of the University. They interested themselves in dramatics as well as debating, until the formation of The Campus Players caused them to revert to their original purpose as a debating society.

There seems to have been among the students a keen interest in dramatics for many years. As early as 1898 a play, "The Conversion of Uncle," was given by the senior class, and almost every graduating class since that time has presented a more or less elaborate entertainment. The "Frolics of 1915," given at the Majestic Theater April 23, 1915, was wholly a student production, for it had not only a campus cast but was composed by the students themselves, Dorothy Bird, Laurena Marzen, and Thomas P. Walker of the class of 1915 being joint authors.

On May 1, 1916, the group of women students comprising the class in Shakespearean drama, under the direction of Doctor H. W. Hill, organized Delta Alpha Epsilon, which was to be a dramatic society. For several years, one or more plays were presented by the members of the organization, until in the spring of 1921 the coming of the Campus Players transformed D. A. E. into a sophomore-junior honor society. The charter members of Campus Players included those persons in Clionia and Delta Alpha Epsilon who had actually

taken part in plays. The Campus Players organized themselves into a secret society, with selective membership, whose interest is primarily in dramatics. They have given several plays in the three years since the founding of the society, are fostering the "little-theater movement," and have already contributed substantial sums to provide stage equipment for the auditorium of the Education Building on the Campus.

The students of the preparatory and commercial departments in 1899 organized a society of their own, to which all under-class men were eligible. It interested itself in debating, music, and dramatics, and was a flourishing organization at least until 1908, and probably until the preparatory department was discontinued.

MUSICAL ORGANIZATIONS

Throughout the early years of the University there were constantly shifting groups of students banded together for musical entertainment. Membership in each organization waxed and waned, or the group itself disappeared for a time as the personnel of the student body changed from year to year. There were orchestras, minstrels, banjo and mandolin clubs, and even an opera company; and there must have been many aggregations of vocalists of which we have no formal record.

Probably the earliest musical organization which remained permanently established in the institution was the Cadet Band, gathered together by Richard Tobin as early as 1899. It has continued to occupy a prominent place in the school until the present, with the exception of an interval during the war. At rallies, games, dances, and other student functions the band members have most generously given their services, since the establishment of the R. O. T. C. as well as in the old cadet days.

The Girls' Glee Club seems to have been first organized in December of 1904, under the direction of Mrs. Alice Layton. Interest flagged after two or three years, until 1912 when, under the leadership of Doctor Charles Haseman, activity was renewed. Since that time the club has flourished without interruption, and has taken an active part in campus affairs, its special function being to furnish the major portion of the Commencement music in addition to whatever other entertainments it may prepare.

A brief year or two after its inception in 1905 the Men's Glee Club also lapsed, but was reorganized in 1911 under the direction of Doctor Charles Haseman. After two seasons, an organization known as The Warblers was formed within the club proper, including in its membership only those who had sung with the group for at least one full season. The Warblers became responsible for the management of the club, the arrangement of trips, and the choice of new members. For several years prior to the war, the Men's Glee was one of the most important organizations on the Campus, singing at almost all functions, giving concerts in Reno and in many other Nevada and California towns, and on at least one occasion joining forces with a mandolin club for a serenade from boats on the campus lake. In the spring of 1914, the two glee clubs combined for the presentation of a cantata, "The Rose Maiden," under Doctor Haseman's direction. The first performance drew the largest crowd ever gathered in the Gymnasium, the second filled the Majestic Theater, and the third was given in the Carson Opera House. Since the war, there have been male quartets and quintets until 1923, when a glee club of men was again successful.

During the past few years there have been several small groups of stringed instruments, notably the "College Five," a modern dance orchestra whose popularity was immediate and lasting.

TECHNICAL AND DEPARTMENTAL ORGANIZATIONS

The School of Engineering has been most enterprising in the formation of clubs within its various branches and in the consolidation of these various organizations into a harmonious whole, whose members work together for the success of the annual Engineers' Day and on university problems as well as those of a technical interest to themselves. Student chapters of four national associations are now installed upon the Campus: The American Society of Mechanical Engineers, The American Society of Civil Engineers, The American Institute of Electrical Engineers, and The American Institute of Mining Engineers. The mining engineers' organization is still locally known as The Crucible Club, which was flourishing as early as 1902, and to whose efforts affiliation with the national organization was due.

Engineers' Day has been an annual campus event for many years, and they have sponsored several elaborate programs, including a "Safety First" conference and Reno's first automobile show. In 1918, through the efforts of Dean J. G. Scrugham and the courtesy of the Transcontinental Telephone Company, Nevada's representatives in Washington conversed directly with prominent Reno people at the engineers' ball in the Gymnasium, while three hundred individual receivers enabled the others to have the then unusual experience of hearing such long-distance communications.

In 1922, the four technical clubs in engineering were consolidated into a campus organization known as "The Associated Engineers of the University of Nevada," with occasional joint meetings as well as those of more special interest.

The chemists have been included in some of the engineers' organizations, but have also a club of their own, The Chemistry Club, organized in 1918, in addition to their honor society.

Rivaling the engineers in strength and membership is The Agricultural Club, better known as "The Aggies," organized in 1909, and including the agricultural faculty and students in agriculture or home economics. Its object is to increase interest in scientific agriculture in the school and throughout the State by means of livestock shows, agricultural exhibits, and general activity. Its annual fair and dance are among the most popular events of the college year.

The students in home economics have an active organization of their own, originally known as Sigma Sigma Sigma, but since by the simpler "Home Ec Club." Its purpose is to promote wider interest in the training offered by the department, and to this end it cooperates with the home workers in agricultural extension.

HONOR SOCIETIES

Aside from Phi Kappa Phi, which is the only honor society of national scope represented on the Campus, there is in nearly every department of the University a local organization whose members are elected on the basis of special achievements in scholarship or student activities.

The first of these was Delta Alpha Epsilon, organized May, 1916, by the class in Shakespearean drama. At first it interested itself actively in the presentation of dramas, but since the organization of The Campus Players in 1921, it has become more nearly an honor society, selecting its members from among those of the sophomore and junior classes who have English major or minor credits and have shown marked histrionic ability.

Mu Alpha Nu was organized January 19, 1916, as "The Math Club" for students whose major work is in mathematics, and for the faculty of the department. It even planned to publish an annual magazine, dealing with the problems of teaching mathematics in the high schools of Nevada. In 1917, the club was reorganized as Mu Alpha Nu, an honor society for those interested in the science of mathematics.

Sigma Sigma Kappa in the Chemistry Department, and Nu Eta Epsilon in the College of Engineering, are junior-senior honor societies with scholarship as the basis for election to membership. Both look forward to the time when they shall secure charters from the national honor fraternities in their respective branches.

Of quite another type is Coffin and Keys, an upper-class honor organization begun in 1916. Its purpose, to quote *The Artemisia*, is "to secure and render efficient the complete cooperation of all students by combining in organized form those men of the University who are considered leaders in student life and activity."

RELIGIOUS ORGANIZATIONS

A college branch of the Young Men's Christian Association was organized at the University in 1896, at the suggestion of Galen M. Fisher, of the University of California, and C. C. Michener, one of the International College Secretaries. The first formal meeting was held May 7, 1897, with ten charter members, and Hugh E. Crutcher as president. Doctor J. E. Stubbs was an interested supporter of the organization, and during this first year of its existence personally paid the expenses of one of the two delegates sent to the conference at Pacific Grove. The life of this branch organization does not seem to have been continuous, for it is mentioned in the 1904 *Artemisia*, again in 1913, and then no more until December 10, 1920, when it reappears as a bible study group of fifteen men organized to form the nucleus of the Young Men's Christian Fellowship Association. In 1921 this body expanded into a campus society, with study groups under the direction of certain of the faculty members meeting at each fraternity house and at Lincoln Hall.

The Young Women's Christian Association has had a continuous growth since its organization on the Campus on March 25, 1898, with nineteen charter members. Throughout its life its aim has been the liberal one of providing "a common ground on which college women of every class, organization and religion may unite." It has extended a cordial welcome to new students, and has gradually enlarged its working plan to include, not only upper- and lower-class cabinets, but so many committees that every member of the Association plays an active part. In 1899 and almost every year since that time delegates have been sent to the various annual and midyear conferences directed by the national association, and members throughout the year are active in the candy store and at "hot dog" sales at football and basket-ball games in order that expense money for these trips may be secured. For the seven years prior to 1921 the campus society was fortunate in having a resident secretary, but they relinquished this privilege in order that there might be more funds available for the establishment of a down-town branch of the Association, occupying club rooms for the present, but planning for a building of its own. In the year 1923-1924, about 75 per cent of the women students of the University were active members of the campus Y. W. C. A.

SOCIETY

The social life of the students at the University of Nevada has differed only in minor ways from that of other small institutions, where during the first few years facilities for amusement were meager, increasing with the growth of the city and of the school itself.

Dancing has always held a prominent place, and *The Artemisia* for 1899 tells of the University Social Club, an organization of students directly responsible for a certain number of dancing parties each month. A fee, at one time mentioned as a dollar, was charged for membership, and practically the entire

student body belonged. Four formal dances, given by the classes at stated times during the year, have always been the rule. Generally they have been held on the Campus (in the Gymnasium since its construction), but in 1916 the sophomores broke the tradition and held their annual "hop" in a down-town hall. This has since occurred on several occasions, but the Campus seems to be the more natural place for these functions.

Prior to the war, the military ball, given each year about February 22 by the Cadet Battalion, with the Cadet Band furnishing the music, was quite the most splendid of all university affairs. Men in blue uniforms, the Governor and his staff in full regalia, and ladies in gowns of white made a spectacle of unusual beauty. Since the formation of the R. O. T. C. the service uniforms of olive drab, with their attendant brogans, have not been attractive as evening dress, and the temporary discontinuance of the formal ball during the war has become a permanent omission.

During the war there was a decided dearth of men on the Campus, and a consequent decrease in the number of social affairs. Later, when a soldier unit was stationed here, there were numerous informal gatherings at which the uniformed men were usually the guests of honor.

In addition to the class dances, certain functions given by various student organizations have become established as delightful campus institutions. The engineers' ball, the Aggie dance, the Tri Delt jinks (for all the women on the Campus), the He-Jinks (for men only), the dance of the Sundowners, and the celebration of Mackay Day in the spring are enjoyed by all the students and many of the faculty. In addition there are, of course, the teas, dances, dinners, picnics, and all sorts of joyous frivolities sponsored by fraternities, sororities, and other groups.

The out-of-doors is a continual lure, and the girls of the Caducean Club enjoy hiking, horseback riding, and skating, while the Sundowners of the Sagebrush meet to discuss their travels in America, in foreign lands, and over the seas.

FRATERNITIES AND SORORITIES

The Interfraternity Council was organized in February, 1921, by Alpha Tau Omega, Phi Sigma Kappa, Sigma Alpha Epsilon, and Sigma Nu, as a clearing-house for all fraternity matters. It is composed of a faculty advisory member and two representatives from each organization.

The formation of a panhellenic council by the women's fraternities on the Hill was discussed as early as the spring of 1915, but was not actually consummated until the fall of 1916. Until the organization of the local I. O. A. O. in 1917 the association had only two members, Pi Beta Phi and Delta Delta Delta.

SORORITIES

DELTA RHO. This organization was founded in March, 1900, and became the Nevada Alpha Chapter of Pi Beta Phi, November 15, 1915. A chapter house has been rented since September, 1922.

THETA EPSILON. No date has been obtained for the founding of Theta Epsilon. It appears first in *The Artemisia* of 1901. On February 20, 1913, it became Theta Theta Chapter of Delta Delta Delta. The chapter rented a house in January, 1922, and purchased its present home in the winter of 1923.

A. T. P. first appears in the 1902 *Artemisia*. It appears again in 1905, but not in 1908, and there is no further record.

I. O. A. O. was founded in 1917 and became Alpha Gamma Chapter of Gamma Phi Beta in the month of May, 1921. The present chapter house was rented in September, 1923.

D. K. T. was also founded in 1917, but some months later than I. O. A. O. This organization became Beta Mu Chapter of Kappa Alpha Theta on the 19th of November 1922. The chapter rented a house in September, 1923.

SIGMA ALPHA OMEGA. This organization was founded some time in the year 1922, and rented its house in January, 1924.

BETA DELTA was organized November 30, 1922.

FRATERNITIES

T. H. P. O. was founded, according to *The Artemisia*, "in the early 90's," and became the Nevada Alpha Chapter of Sigma Alpha Epsilon early in 1917. In 1905 this fraternity bought a lot a few blocks from the University; but, being unable to build at this time, they leased the building which is now the Meyers Apartments in 1911. They contracted to purchase the property in 1913, but during the war were unable to make the payments. Since that time they have rented; and are now located in a roomy house on North Virginia Street a short distance south of the Campus.

SIGMA ALPHA. The dates of founding are variously given as 1895, 1896, and 1899. It became Eta Deuteron Chapter of Phi Sigma Kappa late in 1917. The organization had club-rooms in three different buildings in 1899, and later rented a house at Ninth and Virginia Streets. They are renting a chapter house at the present time.

SIGMA NU EPSILON appears in the 1904 *Artemisia*, but there is no further record.

PHI DELTA TAU was founded in 1912, and became Delta Iota Chapter of Alpha Tau Omega in 1921. They rented a house on University Avenue in 1914 and bought their present home in 1921.

SIGMA NU. There evidently was no local organization prior to the granting of the chapter as Delta Xi Chapter of Sigma Nu in 1914. This chapter has rented a house at different times for several years; and is now located at Fifth and Lake Streets.

LINKS AND SHIELD was founded May 6, 1921, and was granted a charter as Theta Chapter of Sigma Phi Sigma on April 13, 1922. The fraternity rented a house in September, 1922.

KAPPA LAMBDA was organized October 1, 1921, and purchased the J. D. Layman house on University Heights in September, 1923.

STRAY GREEKS was first permanently organized in 1921.

DELTA SIGMA LAMBDA. There appears to have been no local organization before the granting of Gamma Chapter of Delta Sigma Lambda. They rented their present home in September, 1923.

PHI GAMMA was founded December 4, 1922, and rented a house in the month of September, 1923.

THE BLOCK "N" SOCIETY

As early as 1910 there was a movement on foot to organize into a society those men who had won their letter in athletic contests; but the first meeting for this purpose was not called until January, 1912. The purpose of this society is to "further the interests of the University of Nevada, and to promote athletics in particular." For the past two years the men of the Block "N" group have had charge of the high-school basket-ball meet held every spring at the University. During this period they have also provided coaches and referees for high-school basket-ball games throughout the season. Through their efforts in this direction the high schools of the State have been brought into close touch

with the University; and thus Block "N" continues to live up to its motto, "The University of Nevada first, last and always."

THE COSMOPOLITAN CLUB

One of the most recent and unique organizations on the Campus is the Cosmopolitan Club. Its organization is a direct result of the growth of the student body and the recognition of the University by the outside world. It was founded in October, 1923. Its membership now represents nineteen countries. The purpose of the club is to foster the spirit of mutual good-will and understanding among the countries of the world. Open meetings are held at frequent intervals, and speakers from the club have given many addresses before Nevada high schools, upon the lands which the club represents.

THE TROWEL AND SQUARE CLUB

THE ORDER OF THE TROWEL AND SQUARE is an organization of Blue-Lodge Masons on the Campus, which has continued active, with varying membership, since about 1913. The object of the club is to bring the young Masons into closer touch with others, and to give them an opportunity to hear talks on Masonry and allied subjects by prominent men.

CHAPTER XIV

The Honor Lists of the University

THESE ARE THE NAMES OF SOME OF THOSE WHO
THROUGH EFFORT AND SACRIFICE HAVE BEEN OF
SERVICE TO THE UNIVERSITY AND TO THE STATE

THE BOARD OF REGENTS

In the long story of the University of Nevada little reference has been made to the groups of men, and more recently of men and women, who have represented the State in its official relationship to the University—the Board of Regents.

Perhaps in the daily life of the school they have seemed to play but little part. Unknown to many of the faculty, to nearly all of the student body, their work has been the more unselfish in that its value has not been appreciated. Often subject to blame and criticism when things have not gone well, seldom given credit or praise when their wise guidance has contributed to good results, they have worked steadily in the background, giving to school and State an essential public service.

The office of Regent is purely an honorary one. Often the members of the board are called upon to set aside their own work and make journeys of hundreds of miles across the State to assist in shaping the policies of the University and to lend their counsel to President and faculty in administering the funds which the University expends in trust for the people.

Election or appointment to the Board of Regents is everywhere looked upon as a recognition of demonstrated ability, integrity of character, and unselfish citizenship; and it is only in this spirit that men and women can rightly be chosen for this honorable position of public trust. Viewed in this light, the names entered here upon the list of Regents form a roll of honor, of service in the interest of education:

LIST OF REGENTS OF THE UNIVERSITY OF NEVADA, 1874 to 1924

Terms since 1891, unless otherwise stated, are from January to January. Prior to 1891 terms frequently began in February or March:

ABEL, JAMES FRED.....	1917-1921.....	Winnemucca
Resigned, December, 1918.		
BAKER, MRS. EDNA C.....	1917-1919.....	Sparks
BOOHER, W. W.....	1901-1907.....	Elko
BRAY, JOHN EDWARDS.....	December, 1903-1905.....	Reno
Appointed to fill unexpired term of J. N. Evans.		
CHENEY, AZRO EUGENE.....	1919-1921.....	Reno
Appointed to fill unexpired term of J. F. Abel.		
CODD, ARTHUR A.....	1909-1917.....	Goldfield; Reno
COFFIN, TRENMOR.....	April, 1889-1891.....	Carson City
Appointed to fill unexpired term of Thomas H. Wells.		
COLCORD, R. K.....	1891-1895.....	Carson City
CURLER, BENJAMIN F.....	1917-1923.....	Elko
DAY, SYLVESTER H.....	1879-1882; 1883-1884.....	Carson City
DEAL, W. E. F.....	1895-1903.....	Virginia City
DORMER, JOHN M. (Secretary of State).....	1887-December, 1888.....	Carson City

DOVEY, W. C.	1874-1878	Silver City
DOVEY, W. C. (Supt. Public Instruction)	1887-December, 1888	Carson City
EVANS, JOHN NEWTON	1897-1905	Reno
Died in office November, 1903.		
FISH, H. L.	1889-1897	Reno
GETCHELL, L. W.	1885-February, 1887	Austin
GEORGE, EDWARD T.	1889-1893	Lewis
HAINES, J. W.	1891-1895	Genoa
HARRIS, E. B.	1883-1884	Virginia City
HELM, ALFRED	1874-1878	Carson City
HENDERSON, CHARLES B.	1907-1917	Elko
HOOD, MRS. W. H.	1919-date	Reno
Incumbent; term expires 1927.		
KIRMAN, RICHARD	1903-1905	Reno
LEWERS, CHARLES R.	1907-1909	Reno
MACK, CHARLES E.	1893-1895	Virginia City
MAYHUGH, JOHN S.	1879-1882	Elko
NORTH, MILES E.	1919-1929	Reno
Resigned, March, 1923.		
O'BRIEN, JAMES W.	1911-1919	Sparks
PRATT, WALTER E.	1913-1917	Goldfield
Incumbent; term expires 1925.		
RAND, J. H.	1883-February, 1887	Elko
REID, HOSEA E.	1911-1915	Reno
SHAW, H. G.	1885-February, 1887	Virginia City
SMITH, OSCAR J.	1905-1909	Reno
SPIROULE, C. H.	1879-1882	Battle Mountain
SOUCIEREAU, J. E.	1907-1909	Verdi
STARRETT, HENRY S.	1895-1901	Austin
	1905-1907	Battle Mountain
STEVENSON, C. C.	1874-1878	Gold Hill
STEVENSON, C. C. (Governor)	1887-December, 1888	Carson City
STONE, T. H.	1879-1882	Elko
SULLIVAN, JOHN J.	1909-1911; 1915-1919	Virginia City
SUNDERLAND, JOHN, JR.	1907-1911	Reno
TALBOT, GEORGE F.	1921-date	Elko; Reno
Incumbent; term expires 1931.		
TORREYSON, JAMES D. (Attorney-General)	April, 1891-1895	Carson City
WELLS, THOMAS H.	1889-1891	
Resigned, March, 1889.		
WILLIAMS, FRANK	1909-1913; 1923-date	Goodsprings
Incumbent; term expires 1933.		
WILLIAMS, MRS. SOPHIE E.	1923-date	Hot Creek
Incumbent; appointed to fill unexpired term of Miles E. North, which expires in 1929.		

To these names of faithful friends of education should be added that of GEORGE H. TAYLOR, Secretary of the Board of Regents and chief financial adviser of the University through the difficult formative period between 1889 and 1917.

THE ALUMNI

Other honor lists might well be here included. Among such lists we might place first of all an honor roll of Alumni, names of men and women who have won distinction for themselves and the University in the years following their graduation.

The list would be a long one. It would include the name of a Governor of Nevada, a Judge of the state Supreme Bench; there would be names of many

able teachers, successful attorneys, men and women prominent in business and professional life. From the mining centers of the world might be enrolled outstanding names of men successful as mining engineers.

The list would be a distinguished one. It would be a source of inspiration to students now in the University and to classes yet to come.

Still, the list has not been here enrolled; for there are many other names deserving honor, names of graduates working in positions where brilliant qualities of leadership cannot be displayed, often under a handicap of ill-health or hard conditions. They have shown the power to meet difficulties and to overcome obstacles cheerfully and with a daily faith and courage. The University of Nevada looks upon her Alumni with affection and with pride, and sees in the growing list of all their names her most cherished roll of honor.

WINNERS OF THE UNIVERSITY GOLD MEDAL

This is the highest honor awarded by the University. It is granted annually to that member of the graduating class who throughout his or her four years of undergraduate work maintained the highest scholarship.

<i>Name</i>	<i>Year</i>	<i>School</i>
AUDREY W. OHMERT.....	1910.....	Liberal Arts.
DOROTHY FRANCES PARKER.....	1910.....	Liberal Arts.
WALTER CAMERON HARRIS.....	1911.....	Mines.
ETHEL R. THOMPSON.....	1912.....	Arts and Science.
AUGUST HOLMES.....	1912.....	Arts and Science.
EUNICE A. CAGWIN.....	1913.....	Arts and Science.
WILLIAM I. SMYTH.....	1914.....	Mines.
EDWINA J. O'BRIEN.....	1914.....	Arts and Science.
THOMAS P. WALKER.....	1915.....	Electrical Engineering.
RUTH MILLER.....	1916.....	Arts and Science.
EDITH C. HARRIS.....	1917.....	Arts and Science.
JEANNE MAGDALENA BERTSCHY.....	1918.....	Arts and Science.
HAROLD MARSHALL ENGLE.....	1919.....	Civil Engineering.
HERBERT DALE BRUCE.....	1920.....	Arts and Science.
HELEN CAHILL.....	1920.....	Arts and Science.
CHARLES MARVIN CHATFIELD.....	1921.....	Arts and Science.
LESLIE MALTBY BRUCE.....	1922.....	Arts and Science.
GEORGE CANN.....	1923.....	Arts and Science.

THE NEVADA RHODES SCHOLARS

These men were chosen because of brilliant scholarship and a promise of fitness for leadership in the public service.


<i>Name</i>	<i>Year</i>	
ARTHUR LEONIDAS ST. CLAIR.....	1907.....	Deeth, Nevada.
WILLIAM SCOTT UNSWORTH.....	1908.....	Reno, Nevada.
STANLEY MAYHEW WILTON.....	1910.....	Goldfield, Nevada.
CEDRIC HARDING BEEBE.....	1911.....	Reno, Nevada.
FLOYD SHERMAN BRYANT.....	1913.....	Sparks, Nevada.
WALTER CLARENCE JEPSON.....	1914.....	Verdi, Nevada.
THOMAS HENRY EDSALL.....	1917.....	Reno, Nevada.
1918—No appointment was made, owing to the war.		
STANLEY M. PARGELLIS.....	1919.....	Reno, Nevada.
1920—No candidate chosen.		
CHARLES M. CHATFIELD.....	1921.....	Reno, Nevada.
LESLIE MALTBY BRUCE.....	1922.....	Reno, Nevada.
PAUL HARWOOD.....	1924.....	Reno, Nevada.

The Gold Star Roll

of the

University of Nevada

1914-1918



In the morning glow of early manhood,
 these men gave their lives for their country. Let
 their names be here enrolled in recognition that they
 served, even unto death, in supreme Spirit of the Gath.

Name	Class	Home
Carl G. Bearup	1919	Doyle, California
Kenneth C. Booth	1908	San Francisco, California
Daniel Elfred Bruce	1912	Reno, Nevada
Darrell M. Dunkle	1917	Reno, Nevada
Thomas H. Edsall	1920	Lansville New York
William Melvin Ellithorpe	1913	Reno, Nevada
Edwin J. Haber	1916	Peoria, Illinois
Charles Frank Hobbins	1911	Reno, Nevada
John A. Mac Iver	1917	Bishop, California
Charles Harold McCarthy	1922	Fallon, Nevada
Edward G. North	1917	Los Angeles, California
John O. Dowda	1920	Honolulu, T. H.
Roscoe C. Olds	1917	Merced, California
Sam Hermanson Opdal	1919	Tuscarora, Nevada
Herney S. Snare	1919	Reno, Nevada
Neil E. Taylor	1919	Reno, Nevada
Walter H. Wise	1917	New Haven, Connecticut

THE HONOR LIST OF LONG SERVICE*

"Continuity of Service is Priceless"

The names of teachers, members of the public-service divisions, and others who have given ten or more years to the work of the University:

ADAMS, MAXWELL, Ph.D., Dean of the College of Arts and Science.....	1906-1924
ADAMS, ROMANZO, Ph.D., Professor of Economics and Sociology.....	1902-1920
BARDENWERPER, KATE, B.S., Associate Professor of Home Economics.....	1893-1917
BECKWITH, CAROLYN M., Secretary to President and Board of Regents,	
	1902-1914-1919 to date
BOARDMAN, HORACE P., B.S., Professor of Civil Engineering and Director of the	
Engineering Experiment Station.....	1907-1924
BROWN, CHARLES LEROY, M.A., Instructor in Biology.....	1906-1908, 1910-1913, 1918-1924
BROWN, RICHARD, Superintendent of Buildings and Grounds and Master of	
Lincoln Hall.....	1892-1914
CHURCH, JAMES E. JR., Ph.D., Professor of the Classics.....	1892-1924
CLAPP, HANNAH K., A.M., Librarian.....	1887-1901
CLARK, THEODORE W., Superintendent of the Farm.....	1899-1915
COWGILL, THOMAS W., M.A., Professor of the English Language and Literature.....	1891-1902
COWGILL, MRS. LILLIE S., M.A., Librarian, Experiment Station.....	1904-1919
DELAGUNA, LAURA, B.A., Professor of Romanic Language and Literature.....	1896-1917
DINSMORE, SANFORD C., B.S., Commissioner of Food and Drugs.....	1906-1924
DOTEN, SAMUEL BRADFORD, M.A., Director of the Experiment Station.....	1898-1924
EMERY, MRS. MARY W., M.A., Professor of Pedagogics and English.....	1891-1903
FEEMSTER, SILAS CALVIN, A.M., Assistant Professor of History.....	1913-1916-1917-1924
FRANDSEN, PETER, A.M., Professor of Biology.....	1900-1924
GORMAN, CHARLES H., Comptroller	1911-1924
HARTMAN, LEON WILSON, Ph.D., Professor of Physics.....	1909-1924
HASEMAN, CHARLES, Ph.D., Professor of Mathematics and Mechanics.....	1909-1924
HILL, ALBERT ELLSWORTH, A.B., Professor of English.....	1913-1924
HILL, HERBERT WYNFORD, Ph.D., Professor of English.....	1907-1924
HILLMAN, FRED H., B.Sc., Professor of Botany and Entomology.....	1889-1899
HORN, CARL, Plumber and Electrician.....	1909-1924
JACKSON, ROBERT D., Ph.B., Professor of Mining and Metallurgy.....	1889-1899
JACOBSEN, CARL ALFRED, Ph.D., Professor of Agricultural Chemistry.....	1908-1918
JONES, J. CLAUDE, Ph.D., Professor of Geology and Mineralogy.....	1909-1924
KAYE, MRS. A. E., Mistress of Manzanita Hall.....	1904-1913-1914-1915
KENNEDY, MILES B., B.S., Assistant Commissioner of Food and Drugs.....	1908-1920
KENNEDY, PATRICK B., Ph.D., Professor of Botany, Horticulture and Forestry.....	1899-1913
KNIGHT, CHARLES S., B.S., Dean of the College of Agriculture.....	1910-1920
LAYMAN, JOSEPH DIEFFENBACH, B.L., Lecturer and Librarian.....	1907-1924
LAYTON, MRS. ALICE L., Instructor in Vocal Music.....	1895-1906
LEWERS, KATHERINE, Associate Professor of Freehand Drawing.....	1905-1924
LEWERS, ROBERT, Vice-President and Professor of Business Administration.....	1890-1921
LINCOLN, FRANCIS CHURCH, Ph.D., Professor of Mining and Director of the	
Mackay School of Mines	1914-1923
LYNCH, JOSEPH B., Superintendent of Buildings and Grounds.....	1911-1924
MACK, MARGARET ELIZABETH, A.M., Dean of Women and Assistant Professor of	
Biology	1913-1924
MACK, WINFRED BERDELL, D.V.M., Professor of Bacteriology and Veterinary	
Science	1907-1917

*Latest titles only are given.

McDOWELL, RANSOM H., B.S., Professor of Agriculture and Animal Husbandry.....	1891-1902
MILLER, WALTER MCNAB, B.Sc., Professor of Anatomy and Physiology.....	1887-1900
PALMER, WALTER S., E.M., Professor of Metallurgy.....	1910-1924
MISCHON, JACOB, In charge of the University Greenhouse.....	1913-1924
PALMER, STANLEY G., M.E., Professor of Electrical Engineering.....	1915-1924
PHILLIPS, J. WARNE, Sc.D., Professor of Chemistry and Physics.....	1889-1899
PRESTON, ALBERT WILLIAM, Assistant Professor of Mechanical Engineering.....	1910-1923
RECORDS, EDWARD, D.V.M., Research Professor of Veterinary Science.....	1914-1924
RIEGELHUTH, KATHARINE, A.M., Associate Professor of English.....	1905-1924
SAMETH, ELSIE, B.S., Associate Professor of Physical Education.....	1913-1924
SCOTT, VERNER E., B.S., Professor of Dairying.....	1912-1924
SCRUGHAM, JAMES GRAVES, M.E., Professor of Mechanical and Electrical Engineering.....	1903-1919
SISSA, LOUISE M., Registrar	1906-1924
STUBBS, JOSEPH EDWARD, D.D., LL.D., President of the University.....	1894-1914
THOMPSON, REUBEN CYRIL, M.A., Professor of Philosophy.....	1908-1924
THURTELL, HENRY, B.Sc., Professor of Mathematics and Mechanics.....	1891-1910
TRANER, FRED W., M.A., Associate Professor of Education.....	1915-1924
TRUE, GORDON H., B.S., Director of the Experiment Station.....	1902-1913
TURNER, ARCHIBALD EDWARDS, A.B., Professor of Oral English.....	1913-1923
UNSWORTH, SAMUEL, S.T.B., Instructor in Greek.....	1895-1907
WIER, JEANNE ELIZABETH, B.A., Professor of History.....	1899-1921
WILSON, FREDERICK WESTON, M.S., Professor of Animal Husbandry.....	1914-1924
WILSON, NATHANIEL ESTES, B.Sc., Professor of Chemistry.....	1891-1907
YOUNG, GEORGE JAMES, B.S., Professor of Mining and Metallurgy.....	1900-1913
YOUNG, JAMES REED, Ph.D., Professor of Psychology.....	1915-1924

THE RAILROADS

From any list of benefactors of the University it would be unfair to omit the railroads, both transcontinental and local, for in most important ways they have given active assistance from the beginning.

The Central Pacific Railroad subscribed \$500 toward the establishment of the University in Reno in 1872, and offered forty acres of land for use as a campus. In June, 1874, the same railroad gave twenty acres of land at Elko as a site for the buildings and grounds of the University.

Throughout the quarter-century between 1894 and 1918 the Central (now Southern) Pacific granted half-fare permits to all its lines in Nevada to students of the University, and gave passes to members of the faculty engaged in agricultural extension or other work in the public service. Even in the recent period of greatly increased costs of operation and maintenance, the Southern Pacific has given free transportation to members of the faculty, especially in the Public Service Division.

Local railroads throughout the State have shown the same public-spirited desire to help the work of the University, although their volume of business is small and their expenses are high. The University is therefore under special obligation to the following railroads: Western Pacific, Union Pacific, Nevada Northern, Eureka and Palisade, Nevada Central, Nevada Copper Belt, N.-C.-O., Virginia and Truckee, Carson and Colorado, Tonopah and Goldfield, San Pedro, Los Angeles and Salt Lake, Tonopah and Tidewater, and Las Vegas and Tonopah.

The total gift made by railroads in reduced rates and free transportation amounts to a very considerable sum. For this invaluable assistance the State

University takes great pleasure in expressing its appreciation and thanks. The railroads of Nevada have helped the University to be of service to the people of the State.

PRIZES, SCHOLARSHIPS, AND LOAN FUNDS

In earlier years there was little public recognition of students whose work showed outstanding ability or unusual effort. It was not long, however, before the people in whose interest the university labors displayed a growing appreciation and a desire to assist and to stimulate earnest effort by offering rewards which have been of the utmost value in raising the standard of scholarship.

Although many of these rewards have been for but a single year, they were perhaps the more appreciated; for they brought with them an element of surprise and of unexpected help. Others are permanent, for they were based upon the income from established funds. Some of the gifts come from individuals, others from organizations; very many of them have meant self-sacrifice on the part of the givers. To the University they have stood for appreciation and recognition; to the students they have meant both honor and a helping hand.

Prizes

H. P. KRAUS PRIZES—

1899....\$25 for the best declamation.....	Aimee Sherman.
1900....\$15 for declamation.....	Mae Bacon.
1900....\$10 for declamation.....	Jessie Keyser.
1901....\$25 in books, for declamation.....	Mattie McMullen.
	John W. Wright.
	F. A. Nathan.

CHENEY TROPHY (To literary societies for best forensic)—

1900....Crescent Club.....	Anna Shier.
1901....Philomathean Society.....	Anna Shier.
1903....Alpha Beta Literary Society.	
1904....Alpha Beta Literary Society.	

ALUMNI PRIZES—

1900....\$25 for debate.....	Patrick A. McCarran.
1901....\$20 each for theses.....	Fenton A. Bonham.
	August H. Shadler.
	Alfred R. Sadler.

R. H. McDOWELL PRIZES—

1900....\$15 for debate.....	Tillie Kruger.
\$10.....	Edward Dean Lyman.

W. W. BOOHER PRIZES FOR DOMESTIC ARTS—

1903....\$10 for sewing.....	Laura Arnot.
\$10 for cooking.....	Georgina Delonchant.
\$5 for improvement.....	Agnes Gibson.

NORMAL SCHOOL SPECIAL PRIZE—

1907....\$50 for scholarship.....	Anna Bonnifield.
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UNIVERSITY SPECIAL PRIZE—

1907....\$50 for scholarship.....	June Kane.
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JOHN BRISTOL PRIZE—

1917....Gold watch for mathematics.....	Magdalena Bertschy.
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MR. AND MRS. WILLIAM SCHORR PRIZE—

1921....Standard Encyclopedia, for English.....	Evelyn D. Stock.
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NEVADA EDUCATIONAL LEAGUE PRIZES—

1923....\$50—Essays.....	William Scott Hill.
\$25.....	William Anderson.

PHILO C. BENNETT PRIZE—

1907...\$32—Essays.....	Louis Goldstein.
1910...\$50.....	Lydia E. Colyer.
1910...\$50.....	Shigeyasu Yamauchi.
1912...\$30.....	Florence White.
1912...\$30.....	Eunice Cagwin.
1912...\$20.....	Clara I. Smith.
1913...\$30.....	Florence White.
1913...\$30.....	Eunice Cagwin.
1913...\$20.....	Clara I. Smith.
1914...\$25.....	Clara I. Smith.
1914...\$15.....	Edwina J. O'Brien.
1917...\$32.....	Oscar C. Davis.
1917...\$32.....	Mary Raitt.
1917...\$32.....	Ina Powers.
1918...\$32.....	Howard E. Browne.
1923...\$50.....	Vesta Watson.

Scholarships

ALBERT WARD SCHOLARSHIP—

1896...\$150 divided among.....	Katharine Riegelhuth.
	Gertrude Bonham.
	Louise Linscott.

H. B. MAXSON SCHOLARSHIP—

1898...\$50.....	Carlotta Dodd.
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PROF. R. H. McDOWELL SCHOLARSHIP—

1898...\$50.....	J. J. Bristol.
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W. O. H. MARTIN SCHOLARSHIP—

1899...\$50.....	Lucy Grimes.
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MR. AND MRS. OSCAR J. SMITH MUSIC SCHOLARSHIP—

1902...\$100.....	Richard Tobin.
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W. T. SMITH SCHOLARSHIP—

1903...\$25.....	H. L. Jones.
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J. B. O'SULLIVAN SCHOLARSHIP—

1904...\$50.....	Alfred S. Hamlin.
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ALUMNI SCHOLARSHIP TO THE MINING SCHOOL—

1905...\$50.....	John Davis.
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GEORGE S. NIXON SCHOLARSHIPS—

1905...\$50 each.....	Alberta Cowgill.
	M. B. Kennedy.

DELTA RHO SCHOLARSHIP—

1909...\$50.....	Mabel Lanahan.
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BUTTERS SCHOLARSHIPS

1909...\$50 each.....	Clinton Sparks.
	Roland Seaton.

NORMAL SCHOLARSHIP—

1911...\$50.....	Augusta Brusso.
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WOMEN'S ATHLETIC SCHOLARSHIP—

1923...\$50.....	Frances Miller.
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GENERAL O. M. MITCHELL WOMAN'S RELIEF CORPS MILITARY SCHOLARSHIP—

1923...\$50.....	Lewis Gridley.
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ADOLPHUS LEIGH FITZGERALD SCHOLARSHIPS—

1922...\$150 each.....	Thomas J. Welsh.
	Claire Anderson.
1923.....	R. M. Clawson.
	May Cupples.

MARYE WILLIAMS BUTLER SCHOLARSHIP—

1922...\$60.....	Laurence Quill.
1923...\$50.....	Sarah Lewis Bloomfield.

RENO BRANCH, AMERICAN ASSOCIATION OF UNIVERSITY WOMEN SCHOLARSHIP—

1921...\$200.....	Evelyn Walker.
1922.....	Leona Bergman.
1923.....	Claire Williams.

ROSE SIGLER MATHEWS SCHOLARSHIPS—

1921...\$100 each.....	Lawrence Mathews—Emmis Kinsella.
1922...\$200.....	Lawrence Mathews.
\$100.....	Emmis Kinsella.
\$100.....	Hester Mills.
\$50.....	Frances Heward.
1923...\$100 each.....	Emmis Kinsella.
	Harlow North.
	Arvine Blundell.
	Noah Johnson.
	Jessie Olds.

AZRO E. CHENEY SCHOLARSHIP—

1912...\$100.....	Thomas P. Walker.
1920.....	Leona Bergman.
1921.....	Beruhard Hammert.
1923...\$300.....	Alice Norcross.

LEWIS D. FOLSOM SCHOLARSHIP—

1920...\$100.....	Ernest A. Metscher.
1921.....	Editha Brown.
1922.....	Lyn Arnold.
1923.....	Louise Grubnau.

HOME ECONOMICS SCHOLARSHIP—

1920...\$100.....	Rachael Sprague.
1920...\$100.....	Anne Underwood.
1921.....	Beulah V. Booth.
1922.....	Jean Davis.
1923.....	Jean Davis.

RENO LODGE OF ELKS MEMBERSHIP SCHOLARSHIPS—

1920...Thomas B. Jones.	1922...Philip Frank.
Richard P. Bryan.	William Martin.
Joseph D. Hill.	James Bradshaw.
Donald R. Warren.	Edward C. Reed.
1921...Soren Christenson.	1923...George A. Cann.
Willis Church.	James W. Byrkit.
Hugo M. Quilici.	John R. Ross.
Ralph H. Twaddle.	Melvin Sanders.

J. H. CLEMONS SCHOLARSHIP—

1919...\$50.....	Noble Waite.
1920.....	Eldon Wittwer.
1921.....	Donald C. Finlayson.
1922.....	Albert M. Lowry.
1923.....	Marjorie Ohman.

RENO LODGE OF ELKS SCHOLARSHIPS—

1920.....\$300 each.....	Thomas E. Buckman, Rose Mitchell, Homer E. Johnson, Edward C. Reed.
1921.....	Adele M. Clinton, James Bradshaw, Edward C. Reed, William Martin.
1922.....	Adele M. Clinton, Herbert Foster, George Hobbs, Chester Scranton.
1923.....	Chester Scranton, Leslie Harrison, George Hobbs, Albert L. Lowry.

ELLA SPRENGLE STUBBS SCHOLARSHIP—

1919.....\$50.....	John R. Gottardi.
1920.....	Valentine G. Olds.
1921.....	John Donovan.
1922.....	Noah Johnson.
1923.....\$100.....	Frances Heward.

WOMEN'S LEAGUE OF THE UNIVERSITY SCHOLARSHIP (Changed 1921 to UNIVERSITY ASSOCIATED WOMEN STUDENTS)—

1918.....\$25.....	Elizabeth Doris Bailey.
1919.....	Alice M. Kincaid.
1920.....	Evelyn R. Hitchens.
1921.....	Genevieve Chatfield.
1922.....	Lucile Blake.
1923.....	Mardelle Hoskins.

THE KATHARINE HAYS McMANUS SCHOLARSHIP (Changed in 1919 to ALICE G. CLARK SCHOLARSHIP)—

1918.....\$250.....	Edna L. Greenough.
1919.....	Charles M. Chatfield.
1920.....	Margaret A. Barnes.
1921.....	Leslie M. Bruce.
1922.....	Genevieve Chatfield.
1923.....	Leslie Sanford.

THE AMERICAN SCANDINAVIAN FOUNDATION SCHOLARSHIP OF \$1,000—

1921.....	Harold Marshall Engle.
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ROBERT LEWERS SCHOLARSHIPS—

1924.....\$150.....	Margaret Hill, Cruz Venstrom.
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WINGFIELD SCHOLARSHIPS—

1913.....\$50 each.....	Edwina J. O'Brien, Earl Borchert.
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B. P. O. E. SCHOLARSHIPS, TONOPAH LODGE No. 1062—

1915.....	Freda V. Daoust, Kyle J. Lutz.
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ANTELOPE VALLEY LAND AND CATTLE COMPANY SCHOLARSHIP—

1920.....\$100.....	William Martin.
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REGENTS' SCHOLARSHIPS—

1908....\$50....Lorin W. Kemp.	1917....\$50....Phoebe King.
\$50....Frances Dorothy Parker.	Thomas H. Edsall.
\$25....Audrey Ohmert.	Thomas O'Connor.
1909....\$50....Margaret E. Mack.	1918....\$50....Harold M. Engle.
\$50....Melvin Jepson.	Ruth Billinghamurst.
\$25....Walter Harris.	Helen M. Cahill.
1910....\$50....W. W. Anderson.	Marian Fee.
\$50....Ethel R. Thompson.	Herbert D. Bruce.
\$25....Frank Hubbins.	1919....\$50....Leslie Bruce.
1911....\$50....Eunice A. Cagwin.	Herbert D. Bruce.
Millie Donahue.	Ruth A. Billinghamurst.
William I. Smyth.	Virginia C. Higgins.
1912....\$50....Archie Trabert.	Lulu A. Hawkins.
Lysle Rushby.	1920....\$50....Virginia Higgins.
Andrew Crofut.	Charles Chatfield.
Alice Meffley.	Evelyn Walker.
1914....\$50....Elsie Farrer.	Ethel L. Steinheimer.
Ruth Miller.	George A. Cann.
Peter G. McKinlay.	1921....\$50....Lonella Murray.
Mrs. A. W. Preston.	Dorothy Ross.
Thomas P. Walker.	George A. Cann.
1915....\$50....Dorothy Hempton.	Evelyn R. Hitchens.
Phoebe King.	Nevada Semenza.
Wilfred Wiley.	1922....\$50....George Cann.
Helen Heffernan.	Evelyn Hitchens.
Paul Barker.	Nevada Semenza.
1916....\$50....Magdalena Bertschy.	Mildred Strain.
Phoebe King.	Alice Norcross.
Thomas H. Edsall.	1923....\$50....Nevada Semenza.
Dorothy Hempton.	Justine Badt.
Leah Barker.	Laura Asbury.
1917....\$50....Edith C. Harris.	Freda Fuetsch.
Constance Watson.	Gilberta Turner.

SCHOLARSHIPS AWARDED BY THE REGENTS to one candidate from each County of the State of Nevada—

1911-1912....\$100 each:	\$100 each: .
Alberto Axt.	Marjorie Mead.
Routh Akin.	Frances Price.
W. H. Bowler.	Lysle Rushby.
Corinne L. Christiansen.	Archie Trabert.
A. D. Crofut.	Louis McNeilly (\$95).
Gertrude Shade.	\$50 each:
Paul Schrap.	Marion Binford.
Carna H. Damm.	Floyd Bryant.
W. J. Duddleson.	Elizabeth Reilly.

Y. M. C. A. SCHOLARSHIPS FOR EX-SERVICE MEN—

1921....\$50 each:	
Earl V. Gelmstedt.	Herbert B. Shirley.
Morris T. Smith.	Earl Wooster.
Fred J. Shair, Jr.	Albert L. Cerveney.
Lyn Arnold.	Ralph H. Twaddle.
Willis R. Pressell.	

DR. WILLIAM H. PATTERSON SCHOLARSHIP—

1896	\$100	Donald Finlayson.
1900		Arthur Kelly.

OSCAR J. SMITH SCHOLARSHIP—

1902	\$100	J. Henry Price.
1903	\$50	A. H. Steckle.

MRS. OSCAR J. SMITH SCHOLARSHIP—

1902	\$100	Jeannette E. Cameron.
		Adolphine B. Finck.
1903	\$50	Emily Berry.

REGENTS' SCHOLARSHIP

1904	\$75	The Junior Class.
1905	\$75	The Junior Class.

UNIVERSITY SCHOLARSHIPS

1909	\$50 each	Archie Miller—George Yamanchi.
1911	\$50 each	Earl Borchert—A. Johnston Price.
		Mary Raitt—Helena Shade.

WOMEN'S FACULTY CLUB SCHOLARSHIP—

1917	\$50	Elizabeth Bailey.
1918	\$50	Ruth Hurd LaKamp.

ANONYMOUS SCHOLARSHIPS—

1905	\$50	Cassius Crowell Smith.
1908	\$50	James Cashbaugh.
	\$50	S. Margaret Spears.
1910	\$50	Cecil W. Creel.
	\$50	Rowena A. Glass.
1911	\$100	Robert Parry Farrar.
1912	\$100	Robert Parry Farrar.
1913	\$100	Robert Parry Farrar.
1915	\$50	Faith Maris.
	\$10	Ruth McKissick.
	\$25 each	Dorothy Hempton—Ruth Pyle.
		Ina Powers—Jessie Hyllton.

Entrance Scholarships

REGENTS' SCHOLARSHIP TO UNIVERSITY HIGH SCHOOL—

1911	\$50	Reginald Steinbiht.
1912	\$50	Walter Clarence Jepson.

UNIVERSITY SCHOLARSHIP TO UNIVERSITY HIGH SCHOOL—

1910	\$50	Carrie Edith Linsea.
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J. C. STUBBS PRESIDENT'S SCHOLARSHIP—

1897	\$50	Ellen R. Lewers.
1908	\$50	Mary June Kane
1909	\$50	Astrid Erixon.

NORMAL ALUMNÆ SCHOLARSHIP—

1898	\$50	Lotta Sybil Howe.
1899	\$50	Laura Lawrence.
1900	\$50	Grace Watterson.
1901	\$50	Emily Berry.
1902	\$50	Bertha C. Knemeyer.
1903	\$50	Georgella Lowrey.

F. O. NORTON SCHOLARSHIP—

1909...\$50.....	August Holmes.
1910...\$50.....	Daniel E. Bruce.
1911...\$50.....	Donald C. Cameron.
1912...\$50.....	William I. Smyth.

J. C. STUBBS NORMAL SCHOLARSHIP—

1897...\$50.....	Alice E. Brewer.
1908...\$50.....	Florence Jane McNeil.
1910...\$50.....	Pearl Duncan.

HAYWARD H. HOWE SCHOLARSHIP—

1912...\$200.....	George L. McCreery.
1913...\$200.....	George L. McCreery.
1920...\$50 Liberty Bond.....	Mildred C. Meiss.
1921...\$50.....	Ruby V. Spoon.

ALUMNI SCHOLARSHIP—

1897...\$50.....	Mary E. Arnot.
1898...\$60.....	J. F. Abel.
1899...\$50.....	Joseph P. Mack.
1900...\$50.....	Jessie Brumsey.
1901...\$50.....	Agnes Gibson.
1902...\$50.....	Emily Berry.
1903...\$50.....	Alwine Sielaff.
1915...\$50.....	Joseph Dayne Lynch.
1917...\$50.....	Thomas B. Jones.
1919...\$50.....	Lois E. Smyth.
1920...\$50.....	Helen Wogan.
1922...\$50 between.....	Bertha Standfast—Madge Shoemaker.

LOAN FUNDS**The Fund of the Nevada State Federation of Women's Clubs.**

From this fund loans are made to assist young women who have shown earnestness and ability in the completion of a year's work, in college or normal school.

The David Russell Fund.

Five thousand dollars of the accumulated income of a fund of nearly twenty thousand dollars, bequeathed by David Russell of Loyalton, California, in 1908, is set aside as a revolving fund to be loaned to deserving students under the supervision of the President of the University.

The Olin Ward Scholarships.

By the terms of this bequest two scholarships each of three hundred dollars are loaned to students, subject to repayment by them within a period of seven years.

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